DOCUMENT RESUME

ED 060 486 CG 007 008

AUTHOR	Burks, Herbert M., Jr.; And Others
TITLE	Preparing Counselors for the College Placement Service: A Training Manual.
INSTITUTION	Virginia Univ., Charlottesville.
SPONS AGENCY	Esso Education Foundation.
PUB DATE	71
NOTE	117p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*College Placement; *Decision Making; *Group Counseling; *Individual Counseling; *Manuals; Vocational Counseling

ABSTRACT

This training manual resulted from a project whose purposes were to demonstrate; (1) the feasibility of providing career counseling by specially trained graduate assistants as part of the college placement service; and (2) that such counseling can be provided as effectively and more efficiently in a group setting than in a one-to-one setting. Part I describes the rationale and utility of the Systematic Counseling model. Part II describes the resources and organizational format for the training program, including physical facilities, staff, materials, equipment, and time format. Part III, the major part of the manual, gives a day-by-day description of the 5 day instructional program. Part IV contains a description of the outcomes of the training program as perceived by both trainee and staff. The manual concludes with separate lists of references for each of the major content areas: college placement, individual counseling, and group counseling. Distinctions are made between references sent to the trainee for advance reading and those made available during the training program, and between required and recommended reading. (Authors/TA)

ED 060486

PREPARING COUNSELORS FOR THE COLLEGE PLACEMENT SERVICE

A Training Manual

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

INVESTIGATORS:

Herbert M. Burks, Jr.
Associate Professor of Education
Michigan State University

Robert H. Pate, Jr.
Associate Professor of Education
University of Virginia

Lawrence A. Simpson
Director of Placement
Associate Professor of Education
University of Virginia

NOVEMBER 1971

CG 007 008

PREPARING COUNSELORS FOR THE COLLEGE PLACEMENT SERVICE

A Training Manual

Herbert M. Burks, Jr.
Associate Professor of Education
Michigan State University

Robert H. Pate, Jr.
Associate Professor of Education
University of Virginia

Lawrence A. Simpson
Director of Placement
Associate Professor of Education
University of Virginia

Prepared to accompany the final report of a demonstration project, GROUP COUNSELING FOR INDIVIDUAL DECISION-MAKING: MAXIMIZING THE EFFECTIVENESS OF THE COLLEGE PLACEMENT SERVICE, supported by the ESSO Education Foundation Program of Support for Promoting the Utilization of Resources (SPUR), conducted at the University of Virginia, Charlottesville, Virginia.

September, 1969 - September, 1971

Copyright 1971 by The Rector and Visitors of The University of Virginia.

All Rights Reserved

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Robert H. Pate, Jr.

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

PREFACE

The Project

This training manual is an outgrowth of a demonstration project entitled, "Group Counseling for Individual Decision-Making: Maximizing the Effectiveness of the College Placement Service." The Project was conducted at the University of Virginia from September, 1969 to September, 1971, and was funded by the SPUR Program of the ESSO Education Foundation.

The purposes of the Project were two-fold: (a) to demonstrate the feasibility of providing career counseling by specially trained graduate assistants as part of the college placement service, and (b) to demonstrate that such counseling can be provided as effectively and more efficiently in a group setting than in the traditional one-to-one relationship.

Two beginning graduate students in counseling and personnel services were given one week of intensive training as placement service vocational counselors. During this time the trainees were oriented to the placement service and were given intensive training in both individual and group counseling.

The placement registrants who served as clients in the Project received vocational counseling in addition to regular placement services. Clients were randomly assigned to either individual or group counseling. Each trainee served as both a group leader and an individual counselor. Training time was equated for the two types of counseling. Three such counseling programs of five weeks each were held during the academic year following the training program.

Criteria for the Project consisted of ratings of the clients by employer representatives, comparable ratings by the Director of Placement, and client satisfaction. Ratings of clients counseled individually were compared with those of clients counseled in groups. In addition, both sets of ratings were compared with a sample of ratings based on clients who received only the traditional (non-counseling) placement services.

The placement registrants who participated in the Project as counseling clients received employment interview evaluations which were significantly below those of randomly selected control interviews. Whether the rated interview was before or after the Project counseling programs did not effect the ratings by employer representatives. Despite reporting more difficulty with securing positions than a randomly selected group of placement registrants, the placement clients who participated in the Project counseling gave equally favorable evaluations to the placement services they received. The Project participants also gave their counseling programs a favorable evaluation. Likewise the Project participants' placement success was rated by the Placement Director as equal to that of a randomly selected control group. The ultimate placement success of Project clients was seen as a result of the non-traditional services they received. While both clients and counselors reported more positive feelings about individual counseling, no differences in outcome were apparent.

The Manual

Part I of the manual includes a discussion of the basic rationale and a statement of the objectives for the training program. Here the utility of the Systematic Counseling model for short-term training and for short-term placement counseling is described, followed by an operational statement of the major objectives of the training program.

Part II contains a description of the resources and organizational format for the training program, including physical facilities, staff, materials, equipment, and time format.

Part III, which constitutes the major part of the manual, consists of a day-to-day description of the instructional program. Following the description of each day's activities are found, in the sequence in which they were utilized, the various printed materials which were specially prepared for the training program or which were adapted from existing materials in use at Michigan State University. *Because of variations in size of print, spacing, and format, all such materials were retyped for inclusion in the manual. Pages were also re-numbered to fit in appropriate sequence with the explanatory text*. For example, the supplementary materials prepared for Day 1 appear on pages 12 - 26, immediately following the description of activities for that day. This modification is intended to eliminate a possible source of confusion, thus making the manual easier to use. *Materials used from the published literature, although not included in the manual, are described in the text and are listed among the references at the end of the manual*.

Part IV of the manual contains a description of the outcomes of the training program as perceived by both trainees and staff.

The manual concludes with separate lists of references for each of the major content areas--college placement, individual counseling, and group counseling. Further distinctions are made between references sent to the trainees for advance reading and those made available during the training program, and between required reading and recommended reading.

Acknowledgment

Appreciation is extended to Norman R. Stewart, Bob B. Winborn, Richard G. Johnson, and James R. Engelkes of the Counseling Systems Research Project at Michigan State University for their permission to use adaptations of selected Project materials in the training program and in the manual.

TABLE OF CONTENTS

PAGE

PREFACE ii

The Project ii

The Manual iii

Acknowledgment iii

PART I. INTRODUCTION 1

Rationale 1

Utility of the Systematic Counseling Model for Short-Term Training 1

Utility of the Systematic Counseling Model for Short-Term Counseling 2

Major Objective 3

PART II. RESOURCES AND ORGANIZATIONAL FORMAT 5

Facilities 5

Staff 5

Materials 5

Equipment 6

Time Format 6

PART III. INSTRUCTIONAL PROGRAM 9

Day 1 9

Topic 1: Introduction to Project 9

Topic 2: Overview of Training Program 9

Topic 3: Introduction to College Placement Services 9

Topic 4: Securing and Using Information about Potential Careers 9

Topic 5: Illustrative Placement Interview 9

PAGE

Topic 6: Career and Employment Decisions by the Client 10

Topic 7: Preparing the Client for the Employment Interview 10

Topic 8: Critical Incidents in Placement Interviews 11

Supplementary Materials for Day 1 11

Placement Purposes and Functions 12

Securing and Using Information about Potential Careers 22

areer and Employment Decisions by the Placement Client 25

Day 2 27

Topic 1: Basic Principles of Individual Counseling 27

Topic 2: Illustrative Individual Counseling Interview 27

Topic 3: Practice in Individual Counseling . . . 28

Topic 4: Basic Principles of Group Counseling . . 29

Topic 5: Illustrative Group Counseling Interview 29

Topic 6: Practice in Group Counseling 29

Supplementary Materials for Day 2 30

A Basic Approach to Individual Counseling in the College Placement Service 31

Structuring the Counseling Process 42

Mechanics of the Interview 45

Individual Interaction Skills I 48

Individual Interaction Skills II 59

PAGE

Individual Interaction Skills III 62

A Basic Approach to Group Counseling in the College Placement Service 71

Day 3 86

Topic 1: Referrals for Intensive Vocational and/or Personal Counseling 86

Topic 2: Promotion of Information-Seeking Behavior through Counseling 86

Topic 3: Practice on Promotion of Information-Seeking Behavior through Individual Counseling 87

Topic 4: Practice in Group Counseling 87

Supplementary Materials for Day 3 88

Flowchart: Conduct Information-Seeking Procedures 89

Flowchart Functions 6.1.1 and 6.1.2: Identifying Information-Seeking Modes and Assessing Sources and Skills 90

Flowchart Function 6.1.3: Conducting Information-Seeking Tasks 93

Flowchart Functions 6.1.4 and 6.1.5: Processing and Implementing Information 95

Day 4 97

Topic 1: Practice in Individual Counseling 97

Topic 2: Practice in Group Counseling 97

Day 5 97

Topic 1: Practice in Individual Counseling 97

Topic 2: Practice in Group Counseling 97

Topic 3: Evaluation of Training Program 97

PAGE

Topic 4: Plans for the Academic Year 98

Topic 5: Wrap-up and Closing 98

Supplementary Materials for Day 5 98

Evaluation of Training Program 99

PART IV. OUTCOMES 103

Trainee Evaluation 103

Staff Evaluation 103

SUPPLEMENT A. REFERENCES ON COLLEGE PLACEMENT 104

SUPPLEMENT B. REFERENCES ON INDIVIDUAL COUNSELING 106

SUPPLEMENT C. REFERENCES ON GROUP COUNSELING 108

PART I

INTRODUCTION

Rationale

Utility of the Systematic Counseling Model for Short-Term Training. Since a major objective of the Project was to demonstrate that counselors could be trained for effective performance within a short period of time, the training program had to be brief and intensive. It was therefore necessary to use a model which contained a minimum of lecture, discussion, and other conventional time-consuming approaches to learning. For this reason, a performance-based training program derived from systems analysis was adapted from a similar, though longer-ranged, training model developed at Michigan State University for the preparation of school counselors.

The Michigan State model constitutes both a system for training counselors and a system for use in the counseling process. In the counselor education phase of the model, objectives for training are carefully specified in advance and are stated in operational terms. Reading materials--either specially prepared for the training program or carefully chosen from the literature--are assigned for advance reading by the trainees prior to introduction of a new topic in class.

A model of the target behavior to be developed in the trainees is then devised. The model may be live, as when a counselor and client conduct an actual interview before the class. More typically, however, the model will involve a simulated performance, such as a role-played interview, since the content of such a performance can be more carefully controlled. Moreover, the model performance can be placed on videotape or audiotape so that it can be used on repeated occasions. The trainees are usually given instructions about what to observe in the model and are asked to respond in writing to questions presented at various places in the performance.

After observing the model and answering related questions to the satisfaction of the instructor, the trainees are then asked to imitate the modeled behavior. This is ordinarily done by means of role-playing, in which one trainee takes the part of counselor and another plays the client. Roles are reversed and partners are exchanged frequently so that each trainee has the opportunity to be "counselor" for a variety of client personalities and problems. The behavior of the counselor is observed carefully by supervisors and is rated on the basis of prepared criteria. After each role-played session, feedback is provided by the supervisor. Behavior which meets the established criteria is reinforced by the supervisor. If the trainee does not meet the criteria, he is then "branched" to remedial activities or "recycled" to earlier exercises for additional practice. These exercises are usually presented on a one-to-one basis with a supervisor, in tutorial fashion. The trainee then attempts the original task again. Not until this task has been mastered is he allowed to move to the next learning task. Thus, the overall strategy is one of presenting a performance-based, orderly sequence of learning tasks, from simple to complex, with frequent feedback and remedial instruction as needed. In this way the behavior of the trainee is progressively shaped through successive approximations to the desired performance.

Utility of the Systematic Counseling Model for Short-Term Counseling. The approach to both individual and group counseling as used in the Project was also adapted from the Systematic Counseling model developed at Michigan State University. Systematic Counseling is an approach in which the various aspects of the counseling process are clearly identified and organized into a sequence designed to resolve the client's concerns efficiently as well as effectively.

Systematic Counseling represents a synthesis of three scientific approaches--learning theory, systems analysis, and educational technology. Learning theory and the principles of behavior modification provide the theoretical and experimental base. Systems analysis provides the organizational framework, and educational technology is the source of methods and materials.

There are several features of this approach which, when taken in combination, serve to distinguish it from other approaches to counseling:

1. Counselor and client establish a mutually agreed-upon objective for counseling and then work toward the attainment of that objective.

2. The objective is stated in terms of specific, observable behaviors.

3. The counselor directs specific learning experiences designed to help the client attain his objective.

4. The elements of the counseling process are identified and placed in an orderly sequence. While this sequence is considered ideal for most situations, flexibility is provided for unusual circumstances.

5. Counseling is viewed fundamentally as a learning process. Through counseling, the client learns new ways of obtaining information, new ways of making decisions, and new ways of responding to his environment. Moreover, he learns how to apply these learnings to other situations beyond those which brought him in for counseling.

6. The counselor uses a wide variety of resources in terms of both techniques and people in helping the client to attain his objective for counseling. Besides such "standard" counseling techniques as listening, reflecting, clarifying, asking questions, summarizing, and furnishing information--nearly all of which are strictly

verbal in nature--the counselor uses a number of additional techniques or procedures as well. For example, he may arrange for the client to observe a model of the desired behavior, whether live, audiotaped, or videotaped; he may arrange for a client to visit a place of business; he may set up behavior contracts or use other forms of contingency management; he may use counterconditioning or role-playing. Most of the latter procedures are not limited to the verbal medium. The counselor also frequently involves significant others in the client's environment (e.g., instructors, parents, and peers) to observe client behavior and to dispense reinforcement for appropriate client responses.

7. Evaluation of both client and counselor performance is a built-in aspect of this approach to counseling.

8. Finally, Systematic Counseling has a built-in, self-corrective mechanism, in that the results from evaluating the counselor's behavior are fed back to the counselor to help him in working with other clients.

The major steps in the Systematic Counseling process are explained in the monographs on individual and group counseling which appear in the section describing the second day of the training program.

Major Objectives

There were three major objectives to the training program. By the end of the five-day period the trainees were expected to:

1. Demonstrate their familiarity with the workings of the Office of Placement at the University of Virginia. Specifically, the areas to which the trainees were to be oriented were:

    a. The physical facilities, staff, procedures, and functions of the Office of Placement.

    b. Procedures for securing and using information about potential careers.

    c. The kinds of career and employment decisions faced by college placement clients.

    d. Procedures for preparing the client for the employment interview.

    e. Critical incidents in placement interviews.

f. Resources and procedures for handling referrals for intensive vocational and/or personal counseling.

The attainment of this objective was judged by supervisors who evaluated the performance of the trainees in role-played critical incidents in which they played the part of counselors to staff members representing placement clients.

2. Demonstrate their ability to conduct role-played placement interviews with a variety of client problems and personalities in an individual, one-to-one counseling situation.

Criteria for the attainment of this objective were (a) adherence to the prescribed steps in the Systematic Counseling model for individual counseling, and (b) satisfactory progress toward resolving the problem presented by the role-played client, as judged by supervisors.

3. Demonstrate their ability to conduct role-played placement interviews with a variety of client problems and personalities in a group counseling setting.

The criteria for attaining this objective were (a) adherence to the prescribed format in the Systematic Counseling model for group counseling, and (b) satisfactory progress toward resolving the problems presented by role-played clients, as judged by supervisors.

PART II

RESOURCES AND ORGANIZATIONAL FORMAT

Facilities

The training program was conducted in the facilities of the Office of Placement at the University of Virginia. Except for the introductory orientation phase of the program, which included a tour of the entire physical plant, most of the training was conducted in a large, air-conditioned conference room. Reference materials were displayed on tables at one end of the room. At the other end were a portable chalkboard and videotaping equipment--camera, recorder, and monitor. Additional videotaping facilities were provided in a small interviewing room.

Staff

The full-time instructional staff for the training program were the three investigators: the Project director, a professor of counselor education at the University of Virginia; the Director of Placement at the University; and a professor of counselor education at Michigan State University. All held the doctorate and were experienced educational and vocational counselors. In addition to planning, organizing, and evaluating the training program, these staff members made didactic presentations and served as supervisors of the trainees.

Auxiliary staff included the Associate Director of the Office of Placement, who held the doctorate; and the Assistant Director of Placement, a doctoral student at the University. Both were experienced educational and vocational counselors. These staff members assisted with the logistics of the instructional program and also served frequently as clients in role-played counseling situtations.

In addition, the Associate Director of the University Student Counseling Center served as consultant to the staff on procedures for handling referrals for intensive counseling. This consultant, who was highly experienced in counseling and therapy, conducted a lecture-and-discussion session on resources and procedures for handling referrals to the Counseling Center.

Materials

Selected books and copies of journal articles on placement topics and on individual and group counseling were sent to the trainees for reading several weeks prior to the training program. In addition, a number of books and materials were made available to the trainees during the week of training. These references are listed in Supplements A, B, and C.

Printed materials relating to the various content topics on the training schedule were also distributed. These materials are included in the training manual in the order in which they were distributed.

Non-printed materials included pre-recorded videotaped and audiotaped versions of placement interviews and of didactic presentations on Systematic Counseling. In addition, an ample supply of blank videotapes and audiotapes was provided for on-the-spot recording and playback of role-played interviews.

Equipment

Technical equipment used in the training program included a 16-millimeter sound film projector with screen; a one-half inch Sony 2200 portable videotape recorder, camera, and monitor; a one-inch Ampex 5100 videotape recorder and monitor; and four Craig 2603 cassette audiotape recorders.

The one-half inch Sony videotape equipment was used to show pre-recorded placement interviews and role-played critical incidents from such interviews. This equipment was also used to videotape role-played counseling sessions involving the trainees, and to play back such sessions for critique of trainee performance. The one-inch Ampex equipment was used to present pre-recorded videotapes dealing with the promotion of information-seeking behavior through counseling. The audiotape cassette recorders were used by the trainees to record their practice interviews and critique sessions for self-study in the evenings. The 16-millimeter projector and screen were used to show a film dealing with college placement services.

Time Format

As indicated in the following schedule, the formal training program covered a period of five days. Each day of training contained four time segments, two of which--the morning and afternoon sessions--were highly structured. Morning sessions extended from 9:00 until 12:00 noon. Afternoon sessions began at 1:00 and continued until 4:00. In addition, supplementary remedial sessions were scheduled from 7:00 to 9:00 in the evenings to provide an opportunity for clarification of questions and for additional practice in counseling. Finally, following the remedial sessions the trainees were expected to engage in independent reading and study in preparation for the following day.

The training schedule is intended to provide a brief overview of the scope and sequence of the training program. The time allotted to each of the topics is indicated in the left margin. The detailed description of the instructional program on subsequent pages is keyed to the day and topic numbers on the training schedule.

Training Schedule

Day 1

Morning	
15 minutes	1. Introduction to Project
15 "	2. Overview of Training Program
45 "	3. Introduction to College Placement Services
45 "	4. Securing and Using Information about Potential Careers
60 "	5. Illustrative Placement Interview
Afternoon	
45 minutes	6. Career and Employment Decisions by the Client
45 "	7. Preparing the Client for the Employment Interview
90 "	8. Critical Incidents in Placement Interviews
Evening	
120 minutes	Help Sessions Independent Reading and Study

Day 2

Morning	
45 minutes	1. Basic Principles of Individual Counseling
75 "	2. Illustrative Individual Counseling Interview
60 "	3. Practice in Individual Counseling
Afternoon	
45 minutes	4. Basic Principles of Group Counseling
75 "	5. Illustrative Group Counseling Interview
60 "	6. Practice in Group Counseling
Evening	
120 minutes	Help Sessions Independent Reading and Study

Day 3

Morning	
45 minutes	1. Referrals for Intensive Vocational and/or Personal Counseling
135 "	2. Promotion of Information-Seeking Behavior through Counseling
Afternoon	
105 minutes	3. Practice on Promotion of Information-Seeking Behavior through Individual Counseling
75 "	4. Practice in Group Counseling
Evening	
120 minutes	Help Sessions Independent Reading and Study

Training Schedule (cont'd)

Day 4

Morning	
180 minutes	1. Practice in Individual Counseling
Afternoon	
180 minutes	2. Practice in Group Counseling
Evening	
120 minutes	Help Sessions Independent Reading and Study

Day 5

Morning	
120 minutes	1. Practice in Individual Counseling
60 "	2. Practice in Group Counseling
Afternoon	
90 minutes	Practice in Group Counseling (cont'd)
45 "	3. Evaluation of Training Program
30 "	4. Plans for the Academic Year
15 "	5. Wrap-up and Closing

PART III

INSTRUCTIONAL PROGRAM

Day 1

The overall purpose on the first day was to provide a brief orientation to the Project, the training program, the placement setting, the placement interview, and the concerns of college placement clients.

Topic 1: Introduction to Project. The first activity of the program was an orientation to the Project. This involved a brief summary of the rationale for the investigation and the overall research design.

Topic 2: Overview of Training Program. Next followed a description of the training program. The training rationale and format were explained at this time.

Topic 3: Introduction to College Placement Services. The first substantive content of the day was an introduction to college placement services. There were essentially three aspects to this presentation. First, to provide a broad overview to the phenomenon of college placement, a film, "Where Do I Go From Here?", was shown.[1] Second, a statement of Placement Purposes and Functions (pp. 12-21) was distributed and discussed. Third, the trainees were taken on a guided tour of the Office of Placement at the University of Virginia.

Topic 4: Securing and Using Information about Potential Careers. This topic was presented as a means of preparing the trainees to help their placement clients locate and make appropriate use of occupational information. It will be noted that the study guide for this topic (pp. 22-24) includes learning activities for the orientation period following the training program and continuing activities for use by the trainees, as well as activities for the training program itself. The activities in which the trainees engaged during the allotted 45-minute period are specified at the bottom of the first page on the study guide.

Topic 5: Illustrative Placement Interview (videotaped). Since the trainees had never observed a college placement interview, the intent of this segment of the training program was to show them an actual session for orientation purposes.

This one-half inch videotape presented an actual interview between a placement client at the University of Virginia and two representatives from a Virginia bank. The tape was selected from a pool of placement interviews taped at the University of Virginia prior to the training program. It was considered a "good" placement interview in that the client was unusually well-prepared and conducted himself appropriately throughout. Salient points to observe in the videotape were pointed out prior to the showing, and a discussion period was held afterwards.

---

[1] This 25 minute, 16 millimeter color film, producted in 1965 for the College Placement Council by Calvin Productions, Inc., was used as an initial introduction to typical placement office programs and services. The film may be purchased at $75 per print from the College Placement Council, 65 East Elizabeth Avenue, Bethlehem, Pennsylvania 18001.

Topic 6: Career and Employment Decisions by the Client. As in the case of Topic 4, this topic was presented by means of a study guide (pp. 25-26) which listed activities for the orientation period and thereafter as well as activities for the program *per se*. The activities carried out during the training program are listed at the bottom of the first page of the study guide. It will be noted that the trainees began by making a list of pertinent factors affecting career and employment decisions and concluded with role-played practice in which they helped a client establish a decision-making strategy.

Topic 7: Preparing the Client for the Employment Interview. This segment of the training program involved the use of two highly practical publications from the placement literature: (a) *Making the Most of Your Job Interview*, published by the New York Life Insurance Company, and (b) *Job Offer Comparator*, published by the Standard Oil Company (Ohio).

The first publication, *Making the Most of Your Job Interview*, is essentially a listing and discussion of practical pointers to be observed by the placement client as he prepares for the employment interview. Major topics include preparation for the interview and how to conduct oneself during the interview. Supplements include 94 questions frequently asked by interviewers, 50 negative factors which often lead to rejection of the applicant, and a section on how to prepare a personal resume. Although addressed specifically to the placement registrant, this publication is an excellent summary of basic information with which all counselors of placement clients should be familiar.

The second publication, *Job Offer Comparator*, is essentially a worksheet which enables the placement client to make a systematic, objective comparison of the advantages and disadvantages of accepting a job with up to six different companies. Specific criteria for the comparison are listed under 14 major headings: Pay, The Job, Training--Initial, Supervision, Working Conditions and Facilities, The Company, The Industry, Advancement, Benefits, Expenses Paid, Advice or Ratings of Others, Geographic Location--General, The Place--Specific, and Other Factors. The user first assigns a number to each major category and sub-category on a scale of 0 to 3, representing the personal value which he attaches to each criterion. He then assigns a comparable number for each criterion to each company which he is considering. The ultimate result is a ranking of the various companies in terms of their desirability to the individual. The exercise is an excellent aid to orderly thinking and rational decision-making. As such, it fits well into the Systematic Counseling paradigm and equips the counselor with a practical aid in working with placement clients.

These publications, which had been read in advance by the trainees, were discussed at length and many of the specific techniques and strategies were utilized in role-played interviews at subsequent points in the training program.

Topic 8: Critical Incidents in Placement Interviews (videotaped). The final topic on the first day's agenda included the viewing of selected critical incidents from role-played placement interviews. Descriptive titles for the various incidents were: The Unprepared Student, The Semi-Prepared Student, The Well-Prepared Student, Overly High Self-Esteem, Non-Animated, Relevant Education, B.A. in Liberal Arts, Unrealistic Salary Request, Specific Mandatory Location Request, Undefined Professional Goals, Exhibition of Skills, and The Overly Aggressive Student. Points to be noted in these incidents were described beforehand, and a brief question and discussion period was held after each incident. A synopsis of these videotapes is included in the final report of the Project.

By the end of the first day, the trainees had been oriented to college placement services in general, the University of Virginia Office of Placement in particular, the placement interview, and the concerns of placement clients. In addition, they had been introduced to basic content about career decisions and the location and use of occupational information. "Help sessions" were held in the evening to clarify questions and ambiguities resulting from the first day of training.

Supplementary Materials for Day 1. Special materials prepared for the first day of training are included on pages 12-26.

PLACEMENT PURPOSES AND FUNCTIONS

Adapted from
"University Placement Activity in the United States"
by
William G. Thomas
University of California at Los Angeles

Placement Purposes

In a recent survey of the attitudes of university presidents and chancellors towards the role of placement it was unanimously agreed that placement was an integral part of the administration of the university and best served within the institution rather than through one or more outside agencies. The following major purposes (stated in their briefest implications) were most commonly suggested.

1. To assist in the fulfillment of the purposes of the university.

2. To assist students in the investigation of career opportunities.

3. To maintain liaison between the university and employers of its products.

4. To assist alumni in matters pertaining to employment opportunity.

5. To act in a public relations capacity.

6. To provide part-time, temporary and/or summer student placement services.

7. To perform research in areas related to placement activity.

Placement Functions

Statement of Functions Through Which Purposes Are Achieved

Organization and Administration

1. Formulates objectives and policies which govern the operation of placement services which are available in written form to interested parties.

2. Clarifies through policies and documented procedures the role of placement services and their relationship with other departments both on and off campus.

3. Maintains budgetary responsibility for all placement activities.

4. Assumes the responsibility for the employment of qualified placement staff members.

5. Maintains adequate space for:
    a. reception
    b. interviewing
    c. staff offices
    d. clerical areas
    e. filing
    f. storage
    g. group meetings
    h. occupational information
    i. testing

6. Organizes physical facilities to promote efficiency of operation and for the comfort and confidence of users.

7. Assigns responsibilities of staff members and their levels of decision making.

8. Provides for the professional development of staff members.

9. Cooperates with an advisory or liaison corrdinative committee which assists the placement service.

Public Relations

A. Students

1. Communicates the existence and activities of placement services to students through all informational means available.

2. Coordinates and sponsors occupational information programs for students.

3. Informs students of supplementary and other placement advisory services available in the university or the community.

4. Informs students on the general employment market and specific opportunities for which they may qualify.

B. Faculty and Administration

5. Provides facility and information, communication and clerical services freeing faculty and administration from specific obligation.

6. Identifies, encourages and coordinates the involvement of faculty and administration in placement.

7. Cooperates with faculty in securing, informing and clearing with placement services, job orders, referrals and/or placements.

8. Encourages placement staff members to participate on faculty committees where appropriate.

9. Recognizes and informs proper agencies or departments of deficiencies in either the personal appearances, proficiency in language or shortcomings in the formal education of students.

10. Minimizes interference with the academic educational process of the university in providing placement services.

11. Interprets and provides informational assistance to university departments, the counseling service and other appropriate activities.

12. Initiates suggestions on the redirection of academic programs in relation to the demands of the employment market.

13. Presents occupational, placement or career information to faculty and administration on an individual and group basis.

14. Sustains a close relationship with faculty and administration to assure active support of the placement program

C. Employers

15. Supplies information about the employment market to the university.

16. Provides employer representatives with general and specific information on the university and its academic programs.

17. Distributes descriptive materials on available placement services.

18. Coordinates the exchange of information in placement matters between faculty members and employer representatives.

19. Developes employer resource contacts for academic programs, research projects, scholarships, fellowships and other projects which are only indirectly related to placement.

20. Participates in field trip visits to employer organizations.

21. Provides services of a consultative nature regarding recruitment and employment practices, current placement trends, research in the placement field and other matters germane to a cooperative relationship between the institution and the employer.

22. Solicits employer interest in represented candidates through all available means.

D. Alumni

23. Communicates the existence and activities of placement services to alumni through all available means.

24. Provides assistance to Alumni employers in matters regarding employee recruitment and personal activities.

25. Provides counseling and advisement services to alumni on personal employment problems and in job search techniques.

26. Provides referral services to alumni utilizing placement activities.

E. Placement and Employment Affiliates

27. Holds active membership in the regional college placement association (ECOP, MAPA, MCPA, RMCPA, SWPA, SCPA, UCPA, WCPA).

28. Holds membership in ASCUS (Association for School, College & University Staffing).

29. Participates through representation in professional, personnel, employment and/or placement organizations other than the regional placement associations.

30. Maintains relations with civic or service vocational, placement and/or occupational advisory or coordinative committees within the community.

31. Maintains relations with other placement and employment offices and agencies within the community.

F. Community-at-large

32. Develops presentations for civic and professional groups.

33. Acts as an intermediary for public information regarding activities occurring in university placement.

Part-time and Summer Placement

1. Provides job placement services in the following employment categories:

   a. permanent part-time: definite periods of time, usually ranging from 10 to 25 hours per week.

   b. short-term: temporary or daily.

   c. vacation: summer and Christmas vacation.

   d. room and board: employment in a private residence for meals and lodging and, occasionally, a salary.

2. Interviews candidates to determine particular skills, attitudes, knowledge and interests.

3. Informs candidates of general job resources and informational and advisory services which may assist them in securing part-time or summer employment.

4. Selects candidates for referral consideration on the basis of employer requirement and applicant qualification.

5. Develops a close relationship with employers providing on-the-job, work-study, or internship cooperative training.

6. Provides candidates with information regarding direct position listings made known to placement services.

Full-time and Career Placement

1. Counsels and guides candidates in matters pertaining to vocations during their college years.

2. Conceives, develops and employs interviews as key techniques in operating the placement activity.

3. Arranges for registrants to be interviewed by placement staff members.

4. Gathers all significant information pertaining to an applicant.

5. Varies interview methods to fit the needs of the situation and the applicant rather than presenting a rigid inflexible interviewing format.

6. Conducts original or registration interviews.

7. Conducts subsequent or referral interviews.

8. Reviews the completeness, legibility, and accuracy of information presented in candidate application materials.

9. Provides general information about labor market conditions.

10. Assists candidates in achieving knowledge of the myriad of available opportunities and their requirements.

11. Assists candidates in adjusting their choices to their own individual interests, aptitudes and capabilities.

12. Appraises candidates of all placement, employment and other services available to them, both on and off campus.

13. Assists in developing the candidate's standards of placement integrity.

14. Attempts to develop in the candidate an attitude of personal responsibility for his own career and advancement through acceptable performance.

15. Encourages completion of the candidate's plans for further education.

16. Informs candidates of ethical responsibilities to employers and the importance of honoring commitments made by them.

17. Advises candidates about graduate and special programs of study.

18. Recognizes and informs candidates of strengths and weaknesses in either their personal appearance, proficiency in language or formal education which relate to their career opportunities.

19. Maintains employer brochure files of organizations actively and currently seeking college graduates.

20. Maintains an occupational library which is accessible and contains career and job search information.

21. Maintains catalogs of graduate schools throughout the nation.

22. Attempts to motivate candidates to continuously appraise and re-appraise their career goals.

23. Seeks satisfactory clarification in protecting candidates from questionable misrepresentations in their placement papers.

24. Attempts to develop a personal relationship between candidates and the placement service.

25. Helps candidates in considering their futures and clarifying their goals.

26. Provides personality, aptitude, attitude and/or interest testing.

27. Evaluates each candidate's personal traits, work background, qualifications, needs and interests.

28. Describes the campus interview visit program with attendant requirements of participation to candidates.

29. Describes placement services evolving about direct position listings and referral methods.

30. Describes occupational information resources other than those provided by the placement service as dictated by the needs and interests of the candidates.

31. Presents techniques in the personal solicitation of positions such as personal data sheet preparation, mailing campaigns, interview arrangements and the like.

32. Informs applicants of and refers them to specific employment opportunities.

33. Determines the candidate's need for further occupational information and/or counseling.

34. Informs candidates as to the extent to which the placement service can assist them and their attendant responsibilities and obligations.

35. Presents specific information about particular job opportunities such as employer requirements, working conditions, operational systems and the like.

36. Ascertains candidate interest in given opportunities prior to referring them to employer representatives.

37. Reviews the progress of candidates engaged in job search.

38. Provides only objective observations on relative merits of employer organizations.

39. Evaluates candidates in written form for the future reference of appropriate placement staff members.

40. Considers all qualified and available candidates for referral selection to directly listed positions.

41. Reviews and verifies results of job interviews with candidates.

Employer Services

1. Encourages and solicits employment opportunities through various means available.

2. Publishes and distributes information pertaining to employer utilization of placement services throughout the campus.

3. Accumulates and transmits to employer representatives comprehensive and accurate placement papers on each registrant on a referral basis as requested.

4. Encourages employer representatives to respect the confidentiality of placement papers.

5. Provides placement papers only to authorized employer representatives and to other recognized professional placement officers.

6. Requests information regarding the negotiations occurring between candidates and employer representatives.

7. Obtains information on the employment of faculty in part-time, summer, and/or consultative positions.

8. Promotes active employer representative participation in professional associations relating to placement and employment.

9. Encourages employer support of university research projects, scholarships, fellowships and endowments.

10. Serves in an advisory capacity to requesting employers in the improvement of personnel policies relating to the recruitment and retention of workers and effective manpower utilization.

11. Screens candidates for employment consideration according to specifications provided by employers.

12. Refers candidates to large organizations and requesting firms whose needs are usually continuous whether or not a specific job listing has been placed.

13. Informs employer representatives of curricular changes, degree preparation and other academic processes pertinent to recruitment activities.

14. Coordinates the exchange of information between faculty members and employer representatives.

15. Provides interview space for visiting employers.

16. Develops appointment schedules for employer representatives visiting the campus.

17. Exchanges information with employer representatives prior to visits concerning appointment schedules, applicant qualifications, special arrangements to meet faculty members, administer examinations and the like.

18. Encourages the participation of employer representatives in occupational seminars, group meetings regarding their own organizations or professional fields, classroom speaking engagements and other occupational awareness activities.

19. Prepares and sends employer campus interview visit information to employer representatives in advance of visits.

20. Collects brochures describing employer organizations using placement services.

21. Presents personal data sheets or candidate files to employer representatives prior to interviews with candidates.

22. Arranges for employer representatives to meet with faculty members and/or administrative staff members, both formally and informally, at luncheons and individual and group gatherings in order to exchange information pertinent to the placement of graduates.

23. Schedules conferences between employer representatives other than those for which interviews are being conducted on campus.

24. Screens candidates according to qualification requirements before placing them on employer representative interview schedules.

25. Secures position listings from visiting employer representatives other than those for which interviews are being conducted on campus.

26. Publicizes descriptive information on employer requirements for campus interview visits throughout the campus.

Records, Reports and Research

1. Retains candidate records in the appropriate placement service pertinent to the individual's placement potential.

2. Develops forms for use in placement services which serve distinct, significant purposes and which facilitate the collection and organization of data and the performance of service to the student, employer and the university.

3. Prepares and issues periodic studies and reports which deal with significant aspects of university placement activity.

4. Prepares an annual report summarizing the activities of placement services.

5. Investigates the activities of other university and college placement operations for possible application of transferable or adaptable methods and practices.

6. Explores new techniques and office equipment and supplies which may increase efficiency.

7. Continuously evaluates placement services in the light of changing conditions and requirements through procedures developed for re-appraisal.

8. Engages in research necessary to the development of placement services and the gaining of essential placement information.

Training Program Study Guide
Esso Education Foundation Project
University of Virginia

Topic: Securing and Using Information about Potential Careers

Topic Rationale:

One of the objectives of the University Office of Placement is for clients to establish realistic occupational goals. In order to establish such goals, placement clients will often need information about occupations and a vocational counselor in the placement office will need to be able to facilitate his clients' search for that information.

Goals:

Upon Mastery of this unit the student will be able to:

A. List vital questions a placement client should answer about any occupation before considering it as his occupational choice.

B. Identify sources of information which will provide adequate answers for the vital occupational questions of most placement clients.

C. Relate client's questions about occupations to a strategy for placement counseling.

Initial mastery will be determined through role-playing exercises; the ultimate criterion (and mastery test) will be performance of students in actual placement counseling.

Learning Activities:

A. During the scheduled training period:

1. List in rank order the basic facts a client should have about an occupation before seeking initial employment in that area.
2. Participate in a discussion of critical occupational information in order to obtain a broadened perspective of what a client should know.
3. Receive a basic orientation to useful sources of information. Emphasis will be placed on the Occupational Outlook Handbook and publications of the College Placement Council.

4. Compare data from the College Placement Salary Survey to data from the Occupational Outlook Handbook for certain representative occupations.

5. Participate in a discussion of the psycho-social aspects of careers.

B. Suggested Activities for Orientation Period:

1. Read the Occupational Outlook Handbook, pp. 11-19, and list the trends that will have the greatest effect on current college graduates. The listing of these trends will be a discussion topic in one of the early training seminars.

2. Review placement materials placed in the Office of Placement by employers. Begin by selecting material from employers who seek:

    a. Technical graduates.
    b. Graduates with specific business training.
    c. Liberal arts graduates for business management training.
    d. Liberal arts graduates for other than business management training.

    Note the similarities among positions in the same occupational field.

3. Select four occupations and answer the vital questions you listed in A-1 above. Use all appropriate resources in the Office of Placement.

4. Review the College Placement Annual.

5. Read the suggested references and be prepared to discuss the content in a training seminar.

C. Continuing Activities:

1. Scan the business sections of newspapers (particularly Sunday editions) and news magazines; you should be particularly alert for trends which might affect placement clients.

2. Scan issues of Forbes, Fortune, Businessweek, and other business oriented publications; you should be particularly alert for trends which might affect your clients.

3. Note any client questions for which you cannot suggest adequate resources. These questions should be identified at the weekly training seminar in order for you to have resources prior to your next counseling session.

References and Resources:

College Placement Council. Placement Annual and Salary Surveys. (Current issues are in the Office of Placement.).

Isaacson, L. E. Career information in counseling and teaching. Boston: Allyn and Bacon, 1966. Ch. 6.

Occupational Outlook Handbook: 1970-71 edition. Bulletin number 1650 of U.S. Department of Labor.

Samler, J. Psycho-social aspects of work. Personnel and Guidance Journal, 1961, 39, 458-465.

Shingleton, J. D., & Frank, P. Which niche? Authors, 1969.

Training Program Study Guide
Esso Education Foundation Project
University of Virginia

Topic: Career and Employment Decisions by the Placement Client

Topic Rationale:

Many clients come to college and university placement offices with the goal of "getting a job". However, once confronted with the many alternatives available to the college graduate many of these same clients change their emphasis from securing to selecting. If the placement service is to contribute to the vocational development of its clients, making choices among occupations and among positions will be a legitimate concern for the vocational counselor in a placement setting.

Goals:

Upon mastery of this unit the student will be able to:

A. Recognize the many bases on which career and employment decisions can be made.

B. Discuss the role of decision-making strategies in systematic counseling. Such discussion will enable the counselor to establish the necessary structure for the counseling process.

C. Assist students in making decisions by helping them develop a decision-making strategy. The commonly used strategy of comparison of alternatives will be a basic technique.

Learning Activities:

A. During the scheduled training period:

1. List the factors that might influence an individual's choice of a position. Compare the list to one provided.
2. Participate in a discussion of these factors with a goal of developing an appreciation of the many factors which might be important in one's career decision.
3. Consider the question, "Is there an unrealistic career consideration?" For example, should location be a primary factor in making a career choice?
4. Participate in a role-played session during which the counselor helps the client establish a decision-making strategy.

B. Suggested Activities for Orientation Period:

1. Read the suggested materials.
2. Develop a decision-making process which you would use in selecting a position. Differentiate between those aspects of your process which might be useful to all clients and those which would be useful only to you.
3. Participate in role-playing activities during which you help your client develop and explore alternative courses of action.
4. Attempt to learn from several different people what they consider important in choosing a position.

C. Continuing Activities: continue with B above with particular stress on item 3.

References and Resources:

Glass, E. G., Jr. Job offer comparator. Cleveland: Standard Oil Company (Ohio), 1957.

Mason, M.S. When changing jobs . . . you can't afford to make mistakes. Engineer, 1969, July-August, 26-29.

Shingleton, J.D., & Frank, P. Which niche? Authors, 1969.

Day 2

The purpose of the second day of training was to provide basic instruction and practice in both individual and group counseling.

Topic 1: Basic Principles of Individual Counseling. The day began with a brief didactic presentation based primarily on the monograph, "A Basic Approach to Individual Counseling in the College Placement Service" (pp. 31-41), which the trainees had read the previous evening. As a beginning task, the trainees were asked to memorize the major steps in the individual counseling process as listed on the one-page outline accompanying the monograph.

The following supplementary materials were also distributed and discussed:

1. "Structuring the Counseling Process" (pp. 42-44). This informational reference contains an expanded explanation of the "what," "how," and "why" of the counselor's structuring remarks within the Systematic Counseling format and, as such, is a useful supplement to the brief section on structuring in the basic monograph.
2. "Mechanics of the Interview" (pp. 45-47). This informational reference contains practical suggestions for the beginning counselor. Topics covered include planning the interview, initiating the interview, conducting the interview, shaping the interview toward a successful outcome, terminating the interview, recording the results of the interview, supplementing the interview, and following up the interview.
3. "Some ABC's of Interviewing." This brief list of suggestions for the beginning counselor, taken from Erickson (1950, pp. 155-157), is written in a simple, direct style. Each of the 26 suggestions is keyed to a different letter of the alphabet.
4. "Conduct of the Interview." Although written many years ago, this brief chapter by John G. Darley (1950) remains one of the clearest and most concise introductions to the individual counseling process to be found in the professional literature.

Topic 2: Illustrative Individual Counseling Interview (videotaped). Following the basic orientation provided by the written materials and the didactic presentation, an illustrative individual counseling interview was shown. This one-half inch videotape, which constituted a model of "correct" interviewing practice, involved a role-played situation in which counselor and client performed the various steps in the Systematic Counseling Process. Brief explanatory comments by a narrator were interspersed at appropriate points throughout the videotape. As they viewed the presentation, the trainees were instructed to follow the steps on the one-page outline accompanying the monograph.

Topic 3: Practice in Individual Counseling. Having observed a model interview, the trainees were now considered ready for elementary interviewing practice. In accordance with the overall instructional strategy of the training program, they started with the basic mechanics of the interviewing process and built up gradually to mastery of more advanced techniques. The instructional materials used for this purpose were three Individual Interaction Skills Exercises, which are reproduced on pages 48-68. Each exercise begins with an Informational Reference to be read by the trainee prior to role-playing, Instructions to the Trainee concerning what he is to do when role-playing, Instructions to the Rater (a staff member playing the role of client), and a Rating Sheet to be completed by the staff member.

The first exercise, Interaction Skills I, requires the trainee to perform a brief simulated counseling interview in which he is rated "adequate" or "inadequate" on each of the following criteria: arrangement of furniture in the interviewing room, invitation to client to enter the room, opening remarks to get the interview started, eye contact, body posture, facial expression, and other mannerisms.

After reading the Informational Reference, each trainee performed the role-played interview and was then rated by his supervisor-client, who provided feedback and suggestions for improvement. In each case, the interview was videotaped and played back to the trainee to provide first-hand evidence of strengths and weaknesses. Further role-playing was conducted to bring the trainees up to standard on aspects of their performance which were rated inadequate.

In the next exercise, Individual Interaction Skills II, the trainee was required to perform adequately on all criteria for the first exercise, and was also asked to do three additional things: identify the predominant theme of the client's verbalizations, focus on the theme, and direct the theme toward a counseling goal. The same basic instructional format was used, and feedback was provided by supervisors, again utilizing videotape as well as the rating form. Additional role-playing was conducted where needed to bring the trainees up to criterion.

The final exercise, Individual Interaction Skills III, required adequate performance on all criteria for both previous skills exercises and also asked the trainee to use four additional counseling techniques: restatement, maintenance of appropriate tension, interpretation, and handling of pauses and silences. Feedback was again provided by supervisors, with emphasis upon re-play of the videotape. This exercise was repeated until the trainees were rated "adequate on all 14 criteria.

Topic 4: Basic Principles of Group Counseling. The afternoon session of the second day of training began with a didactic session based mainly on the monograph, "A Basic Approach to Group Counseling in the College Placement Service" (pp. 69-85). This monograph and other related references on group counseling had been read beforehand by the trainees. Particular stress was placed upon the need to memorize the basic steps in group counseling as listed on the outline accompanying the monograph.

Emphasis was also placed upon the distinction between the common problems and case-centered approaches to group counseling, since it was not possible to predict which of these approaches might be suitable for a particular group of placement clients.

Topic 5: Illustrative Group Counseling Interview. As in the comparable session devoted to individual counseling, the original plan was to present a model videotaped group counseling interview. However, this plan was frustrated by logistical difficulties. As an alternative, the trainees agreed to lead groups composed of five staff members who played the roles of placement clients, each with a different problem. These interviews were videotaped and replayed for critique and discussion. Although some shortcomings were noted, the interviews turned out surprisingly well. Each trainee viewed the other's videotaped interview as well as his own, and strengths and weaknesses were pointed out. Thus, some of the "modeling" intent of the tapes was retained.

Topic 6: Practice in Group Counseling. Each trainee was then placed in a separate room with two or more staff members for additional practice in group counseling. Each staff member portrayed a placement client with a problem which centered upon information-seeking, decision-making, or skill development. Examples included the following:

> Information-seeking: Client wanted information about a particular occupation, company, or school.
>
> Decision-making: Client could not decide whether to take a job next year or enter graduate school.
>
> Skill development: Client was worried about how to conduct himself in the employment interview.

These sessions were again videotaped. After approximately 30 minutes of role-playing, each tape was played back and critiqued by supervisors.

By the end of the second day of the training program, the trainees had learned a basic format for individual and group counseling and had applied their knowledge in beginning practice sessions. Tutorial "help sessions" were again conducted in the evening to resolve questions stemming from the day's activities and to provide additional supervised practice in individual and group counseling.

Supplementary Materials for Day 2. Special materials written or adapted for the second day of training are included on pages 31-85.

ESSO Education Project
University of Virginia
1969-1971

*A BASIC APPROACH TO INDIVIDUAL COUNSELING IN THE COLLEGE PLACEMENT SERVICE

Outline of Major Steps

I. Receive and Evaluate Client Referral

II. Prepare for Interview

  A. Arrange for Appointment
  B. Review Available Data on Client

III. Conduct Interview(s)

  A. Establish Structure

    1. Purpose
    2. Roles
    3. Focus
    4. Limits

  B. Discuss Client Concerns (listen, observe, interact)
  C. Establish Specific Objective for Counseling
  D. Perform Required Tasks (e.g., information-seeking, decision-making, skill development)
  E. Evaluate Counseling

    1. Objective Attained?
    2. Need for Further Counseling?

  F. Terminate Counseling

    1. Structure Termination Operations
    2. Manage Client Resistances (if any)
    3. Stress Importance of Follow-Through
    4. Conduct Transfer of Learning Operations

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. This material will be published later in revised form. Please do not quote from or reproduce without permission of the authors.

ESSO Education Project
University of Virginia
1969-1971

*A BASIC APPROACH TO INDIVIDUAL COUNSELING IN THE COLLEGE PLACEMENT SERVICE

The following pages contain a simplified and idealized version of the steps in the individual counseling process. A more extended treatment of each of the steps, as well as a presentation of intermediate and additional steps, may be found in texts listed in the bibliography for the training program and in the various memeographed materials in your packet. However, if you can internalize and apply the steps in this brief presentation, you should have a reasonable basis upon which to begin your counseling contacts. Further help will be available in special seminars after the Project begins.

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. This manuscript will be published later in revised form. Please do not quote from or reproduce without permission of the authors.

I. Receive and Evaluate Client Referral

As a first step in your role as a placement counselor who intends to work with an individual client, you must receive and evaluate the client referral. The basic question you must answer is: "On the basis of the information provided by the referral source (or by the client himself in the case of a self-referral), is the presenting problem or concern one which I am qualified to handle?" Of course, typically in the ESSO Project some preliminary screening will have been done by others in the Office of Placement, and you may therefore assume that, on the basis of the information currently available, the referral is appropriate. However, in other instances you may find, either at the time of referral or after counseling has begun, that the client is in need of intensive personal and/or vocational counseling. In such an event you would then help the client to find appropriate assistance, such as at the University Student Counseling Center. At a later point in our training program you will be given further suggestions which will help you to know when and how to make a referral.

II. Prepare for Interview

Assuming that the referral is an appropriate one and that you will undertake to counsel the client, you should then prepare for the interview. The first aspect of your preparation is a fairly obvious and easily accomplished task: you must arrange for a time and place for the interview and communicate this information to the client. The time should be a mutually convenient one for you and the client, and an interval of approximately one hour should be allotted for the interview. The interview will typically take place in an office to which you have been assigned, but in any event the setting should be private, with two comfortable chairs and a desk or table.

The second aspect of preparing for the interview is to review any records or other data which you may have pertaining to the client. Typically you will have access to the client's placement file, although the file may not yet be complete at the time of the first interview. You will need to review the client's academic achievement, pattern of courses taken, occupational preferences, work experience, personal history, and other relevant data, keeping in mind the reason why the client has asked for counseling, if such a reason has been indicated. In dealing with records and other client data, you must adhere strictly to Office of Placement policies concerning such matters.

III. Conduct Interview(s)

We now come to the heart of the counselor's work--the interview itself. In our basic approach, there are six major steps or phases to the counseling process. They are to be conducted in the order listed on the following pages:

A. Establish Structure

After the social amenities have been taken care of and the client has told you why he has come for counseling, you should proceed to establish structure. This involves essentially letting the client know what counseling includes and what the ground rules are. You will find a more extensive discussion of the rationale for structuring in the paper entitled, "Structuring the Counseling Process," which has been included in your packet of materials. There you will find that structuring ordinarily occurs during the early part of the first interview--although it may be deferred to a later point during that interview--and that there may be a need for further structuring throughout the counseling process. Here, however, we are concerned with structuring as it is most commonly performed.

There are four elements to be explained to the client: (1) the purpose of counseling, (2) the respective roles of counselor and client, (3) the need to focus on one concern at a time and work toward a specific objective, and (4) the limits of the counseling situation (time allotted, the fact that counseling is voluntary, the need for confidentiality, etc.). Your structuring remarks should touch all the bases and yet be fairly brief. You might say, for example:

1. (Purpose). "Before we begin to examine your situation further, let me tell you a little bit about what we try to do in counseling. The purpose of counseling here in the Office of Placement is to help you with your concerns as a college placement client. Typically we work on such things as helping you to locate and use needed information, helping you prepare for placement interviews, and helping you make various kinds of decisions related to the overall job selection and placement process."

2. (Roles). "Both you and I have certain responsibilities in counseling. My job is to listen to you and talk with you in an attempt to help you clarify your concerns and to help you come up with an appropriate course of action. Your job is to describe and discuss your concerns frankly and fully so that I will understand the situation and be in a position to help you. It's also your job to carry out any tasks that you might need to perform, and to make any decisions that might be involved."

3. (Focus). "What we typically try to do is deal with one concern at a time and develop a specific objective that we can work toward. This would be our goal for counseling."

4. (Limits). "Usually at the Office of Placement we assume that a student's concerns will be of such nature that we can help him resolve them within from one-to-five counseling sessions of approximately one hour each. Of course, counseling is

> completely voluntary and you can discontinue coming at any time. Also, what we say in here is confidential, and would not be divulged to any other person without your permission. In this regard, I would like your permission to tape record our sessions. The tapes will be heard only by me and by my supervisor, who will focus on my techniques and make suggestions to help me do a better job of counseling. Is it okay if we do this?"

After settling the matter of tape recording, you might add, "How does all this sound to you? Any questions about what we're trying to do or how we go about it?"

B. Discuss Client Concerns

Now that the decks are cleared and you and your client are agreed upon the general nature of counseling, you can proceed to discuss the client's concerns in detail. You might try a lead such as: "Describe your concern to me as fully as you can."

As the client's story unfolds, you will want to listen attentively--asking questions for clarification, restating certain of the client's responses to shed new light on them, reflecting feelings, offering interpretations (cautiously)--in short, showing him that you are an interested and concerned listener who is really trying to understand his situation. Further information concerning counseling techniques such as restatement, interpretation, handling silences, etc., is contained in the informational references on Individual Interaction Skills in your packet of materials.

As you interact with the client, you should try to pinpoint the theme of his verbalizations. In this regard, you will inevitably form certain hypotheses about his situation. Is he in need of information? Does he have trouble making decisions? In short, what *is* the central difficulty? You should propose these hypothese, tentatively worded, to the client; check your perceptions with him.

C. Establish Specific Objective for Counseling

Once you and the client have agreed upon what the problem is, your next step is to select a specific objective for counseling. In some cases, this will be relatively simple. If, for example, the client has well-developed plans and is merely in need of specific information, the objective then becomes one of helping him locate the information and integrate it into his plans. More typically, however, the need for information is tied to some sort of decision with which the client is faced. The history major may need to find out exactly what "archivists" do before he can decide whether he wants to interview for a job as an archivist or as a history teacher in a public school. In this case a short-range "task" needs to be performed in which the client finds adequate and reliable data about the occupation of archivist, and the long-range counseling objective may be one of making at least a tentative choice between these two occupations.

Sometimes a client may know exactly what kind of job he wants, and even the specific company for which he wishes to work, but may need help in the development of social skills to be used in the recruitment interview. In this case, the objective may be that the client will, before leaving counseling, participate in a role-played recruitment interview (with the counselor as the employer representative) and make no more than two "errors," as judged by the counselor.

The point is that the surest way the counselor and client can channel their energies effectively and can subsequently find out whether counseling has been successful is to express the objective for counseling in specific, measurable terms--that is, state the objective in such a way that its attainment can be confirmed or disconfirmed.

D. Perform Required Tasks

After the objective for counseling has been mutually agreed upon, it is necessary that the client--and in some cases the counselor as well--perform certain tasks which lead to the attainment of the objective.

Where the objective involves making a decision, and where the client needs certain information upon which to base the decision, the counselor will typically inform the client of pertinent sources of information and then have the client actually gather the information himself. After the information has been obtained, counselor and client then weigh the information in terms of its bearing on the client's problem. As a result, the client ultimately reaches a decision as provided in the objective for counseling.

Sometimes, the objective will involve the development of a skill or set of skills, such as how to write letters of inquiry or application, how to prepare a personal resume, or how to conduct oneself during a placement interview or a company visit. In such cases, the counselor may need to refer the client to appropriate reading materials, but may also need to help the client as he practices the development of the desired skills. This may involve direct instruction by the counselor, or the use of models (e.g., a model letter of inquiry or application prepared by the counselor or drawn from the placement literature, a video- or audio-tape showing a client using a particular skill or engaging in a certain activity, etc.). Or, it may involve various kinds of role-playing in which counselor and client play, for example, the roles of employer representative and student. The counselor should give serious consideration to the use of experiences which simulate the real-life situation with which the client will ultimately be confronted.

E. Evaluate Counseling

In evaluating counseling, the basic question to be answered is: "Was the mutually agreed-upon objective attained?" For example, did the client find the appropriate information and integrate it satisfactorily into his plans? Or, was a particular decision made between two or more alternatives, as agreed upon in the objective for counseling? Or, has the client learned the skills which will enable him to behave appropriately in the placement interview?

Depending upon the answer to this basic question, and depending also upon the client's possible need for additional counseling, there are four alternative routes from which the counselor must then choose, as illustrated by the following examples:

1. Client A's objective has been achieved, and there appears to be no further need whatsoever for counseling. In this case, the counselor then proceeds to terminate the counseling contact with Client A.

2. Client B's objective has been achieved, but the client desires further counseling on another aspect of the same problem area. In this case, the counselor moves back, or "recycles" to III.C., "Establish Specific Objective for Counseling," and proceeds through the counseling process from that point forward.

3. Client C's objective has been achieved, but the client desires counseling on a new problem area substantially different from that of the original problem. In this case, the counselor recycles back to III.B., "Discuss Client Concerns."

4. Client D's objective has not been achieved. The counselor therefore recycles back to III.C., "Establish Specific Objective for Counseling," in order to establish a different objective altogether or to modify the previous objective so that it is attainable.

Using the recycling process described above, hopefully Clients B, C, and D will eventually reach the point at which Client A has arrived, i.e., they will have attained their objective for counseling (or will have found that it cannot be attained after repeated efforts). At this point, termination of the counseling contact will be in order.

F. Terminate Counseling

After the objective(s) of counseling have been accomplished, the outcomes evaluated, and the decision made that no further counseling is necessary, the counselor accomplishes four main functions to terminate contact with the client:

1. Structure Termination Operations. The counselor structures termination operations by informing the client that because the objective(s) have been accomplished (or cannot be accomplished, as the case may be), it is appropriate to end the counseling contacts. Of course, termination of counseling does not mean that the counselor should not talk to the client informally when they happen to meet or that he should not follow up on the outcome of counseling. However, it does mean that regular contact with the counselor has ended. The counselor must be concerned about efficiency as well as accomplishments; he does not have the time to continue to talk with a student after his job is done, since there are other clients who are also entitled to his time and help.

   Structuring of termination is done in a matter-of-fact manner.

   EXAMPLE:

   Co: Well, Jack, now that you seem to have developed the skills that you will need in the placement interview, it looks as though we've completed our counseling.

   Cl: Yeah . . . I figured we had.

   Co: I'll be interested to know how things work out, though.

   Of course, the counselor avoids any implication that he is rejecting the client, even if he is frustrated by the client's failure to decide upon or accomplish an objective for counseling. In such cases, it is quite possible that the client will return committed to change if the door is left open.

2. Manage Client Resistances. Some clients, particularly those with whom a very close relationship has been developed, will indicate a desire to continue counseling contacts when the counselor structures termination. Resistances to termination stem from a feeling of dependency in the client's relationship to the counselor. According to Brammer and Shostrom (1968, p. 243), included in your list of references: "The dependent client insists that the counselor take over his decisions and self-management." After discussing some of the problems of dependency in the counseling process itself, they add (p. 244): "Another danger in dependency transference is that the client's desires to solve his problem may be outweighed by his wishes to prolong the counseling. It is often necessary to put a 'brake' on the regressive-dependent type of transference feeling early in the process, before it becomes a persistent response." And, they imply, dependency will make termination difficult.

Manifestations of resistance to termination due to dependency may include any of the following: (a) the client's saying there are other things he wants to discuss without being able to indicate other significant areas of concern; (b) asking the counselor if they can continue to "be friends" and do things socially; (c) asking the counselor if the client can call him if he needs to; or (d) showing distress or hesitance at the prospect of no further contacts with the counselor. In any case, the counselor recognizes and deals with these feelings; he indicates that he understands how the client feels but communicates his belief that the client is now able to function without the counselor's help. Brammer and Shostrom suggest that the counselor can use verbal preparation at the beginning of the final interview or a final summary statement at the end to move the client toward termination.

EXAMPLE: (continuing the previous hypothetical case)

Cl: Could I drop in and see you every once in a while?

Co: It seems that you feel you need to continue to talk, even though you said earlier you don't have any other concerns.

Cl: Well, I've sort of enjoyed talking with you. You're the only one here at school who really knows me, and that . . . I feel I can talk to.

Co: Well, Jack, I've been glad to be able to help you, but it looks like you've gotten your problem worked out.

Cl: Yeah, I guess there's really no reason that I can't get along okay now.

Co: I belive that you can, and I'll be pulling for you all the way. Before we conclude, though, there are a couple of other things that we need to discuss briefly.

Cl: What's that?

The client's response sets the stage for the two remaining operations in the termination process.

3. Stress Importance of Follow-Through. While the client may have attained his counseling objective, the ultimate test usually comes later, as when he finds himself in the placement interview or when he has to implement a decision

previously made in counseling. The counselor should therefore remind the client of the importance of following through on his post-counseling tasks.

EXAMPLE: (continued)

Co: Jack, I realize that you have performed well in our role-played placement interviews, but the crucial test will, of course, come when you enter that room with a real employer representative. I therefore hope you will read again the booklets that we located and review the pointers that we talked about. Also, can you think of anyone with whom you could continue to role-play a placement interview.

Cl: Maybe my roommate.

Co: Good idea. You can coach him in the role of recruiter, then go through a number of role-played incidents with him.

4. Conduct Transfer-of-Learning Operations. In a sense, the counselor's ultimate goal in dealing with any client is to "work himself out of a job," i.e., to equip the client with techniques and skills that have transfer value and which will therefore help him to handle future concerns in relatively independent fashion, with minimal help from others. However, the fact that counseling has transfer value may not be realized by the client unless it is specifically pointed out to him.

EXAMPLE: (continued)

Co: Suppose you run up against another placement problem, Jack. Can you see any way that you might apply what you have learned in our sessions to such a problem?

Cl: Maybe I could come back for more counseling.

Co: That would be possible, but I was thinking of things that you could do on your own. Remember when you first came in, we started out by trying to define very specifically just what it was that you were concerned about. After that we located some relevant information, and then we considered several alternative ways of dealing with the problem. We finally settled upon one of these strategies by looking at the advantages and disadvantages of each. So maybe if you run into another placement problem, you can apply some of these same techniques. See what I mean?

Cl: Yeah, I think so. I guess a lot of problems could be approached in that way.

Co: That's right. The same basic principles would apply. Well, Jack, I've really enjoyed working with you, and I want to wish you the best of luck.

Cl: Thanks again for what you've done for me.

Co: Glad to be of help, Jack. Goodbye.

Cl: Goodbye.

Defining the problem carefully, locating relevant information, considering alternatives, developing specific objectives, participating in simulation exercises, following through on plans--all of these techniques have transfer value to other concerns, whether placement-oriented or not. Conveying this relationship to the client is a very important aspect of good counseling.

Final Note: You should memorize the major steps in individual counseling as presented on the one-page outline which accompanies this description. You should also refer to the more extended discussion as needed. However, not every counseling case will fit neatly into this or any other model. Hence, you will need to discuss exceptional situations with your supervisors.

*STRUCTURING THE COUNSELING PROCESS

What is structure as it applies to counseling? Basically, it is the framework within which a counselor works with a client. This framework is communicated to the client by talking with him briefly about four aspects of "What counseling is." Structuring is more than a one-sentence definition of counseling, however. In structuring, the counselor defines purpose, roles, focus, and limits as they pertain to the counseling process. Many clients come to counseling with vague notions of what counseling is, such as "just talking things over" or perhaps "getting some advice." Actually, clients are not without some justification in looking at counseling in this way because typically counselors have not established clearly in their own minds just what counseling is, and therefore cannot clearly communicate their purposes to others. Structuring of the counseling process refers to the procedure whereby the counselor establishes the framework within which he will work with the client. This framework involves the four specific areas that must be understood by the client if counseling is to be productive.

Before the counselor formally establishes structure in the counseling interview, he is faced with two decisions: (a) "Is formal structure needed?" and (b) "Is this the appropriate time?" The counselor should structure the interview when the client is being seen for the first time. It should be done immediately unless the client spontaneously begins to discuss appropriate concerns; in this case, the appropriate time for structuring is later in the initial interview or at the end. Now let us turn to the four elements of structuring.

1. Purpose

The purpose of counseling should be described to the client in terms of a relationship wherein the client can receive help in dealing with the normal concerns of college placement clients, including the location and use of appropriate information, the development of job-seeking skills, and the making of decisions relevant to placement concerns. It can be pointed out to the client that counseling is essentially a learning situation wherein he can develop more effective ways of coping with some of the problem situations that confront him. While counseling, as indicated previously, deals with the normal concerns of placement clients, this does not minimize the need for assistance. Indeed, the problems that clients face are very real and often extremely frustrating.

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

2. Roles

Within the counseling process, both the counselor and client engage in certain activities. It is essential that the client understand what is expected of the counselor. The role of the counselor can be described as one of providing assistance to the client by listening to his concerns and interacting with him. More specifically, it should be noted that the counselor will assist the client in clarifying his concerns and suggesting courses of action that might be followed to alleviate the problem. Although typically it may not be communicated to the client as such, the counselor at times may also take on the role of providing support for the client as the client attempts new behaviors. In communicating this to the client, the counselor will perhaps mention that counseling provides a "safe" environment in which to try out new behaviors.

It is likewise essential that the counselor inform the client as to his (the client's) role and responsibilities. Primarily, the client's role consists of describing and discussing his concerns and participating in the interview by providing the counselor with needed information. The client should also understand that, although the counselor will provide assistance, the responsibility for carrying out assigned tasks as well as the responsibility for making decisions and following through on them remains with the client.

3. Focus

If counseling is to be of maximum effectiveness, the client must also understand that the process will focus on one specific concern at a time with the intention, typically, of bringing about an overt change in behavior, such as the development or refinement of a particular skill, or the making and implementation of a decision. In order to bring about this change in behavior, a specific objective will be established and agreed upon by the counselor and client. This objective, or goal, will describe what the client will be doing as a result of counseling.

4. Limits

The fourth area of structuring has to do with the limits of the counseling relationship. In discussing this area, the counselor should communicate to the client that he deals only with certain types of problems, primarily those that are typical of college placement clients. Counselors must know the limits of their training and skill. Those problems which indicate serious maladjustment should be referred to a trained professional, such as a counselor in the University Student Counseling Center. In the typical placement setting, the counselor is limited as to the amount of time that can be spent on any one problem with any one client. The specific time limits vary somewhat, but will usually involve no more than five interviews of approximately 50 minutes duration.

It must be made clear to the client that his participation in counseling is on a voluntary basis, that he is not and cannot be compelled to participate, irrespective of the fact that in some cases he will have been referred by others to the placement counselor.

An area of concern to many clients is that of confidentiality. The counselor should carefully point out to the client that the counselor is under an obligation to maintain the confidentiality of the information transmitted to him in the interview. In advising the client of the confidential nature of the relationship, the counselor should inform the client that circumstances might arise wherein it would be useful to the client to acquaint a third party with information that had been derived in the interview. However, this would be done only with the client's prior permission and would be limited strictly to the information that the third party would need in order to help the client.

Implicit Structure

While formal structure is provided in nearly all initial interviews, implicit structure is also provided throughout the counseling process. The counselor can provide leads that are designed to keep the client focused on the current problem or can remind the client of his responsibilities or role. Both verbal and non-verbal reinforcements can also be used to develop appropriate client behavior in the interview. The counselor may, for instance, use postural movements as a device to encourage clients to pursue a particular subject area. Moving closer to or leaning toward the client will tend to reinforce whatever behavior the client is engaging in at the time. By the same token, withholding reinforcement for inappropriate client behaviors can serve to focus the client's attention upon more meaningful material. While formal structuring should occur during the initial interview, implicit structuring should be used as needed throughout the counseling process.

*MECHANICS OF THE INTERVIEW

Planning the Interview

1. Preliminary steps
   a. The interview should be private.
   b. Provide the best quarters for interviewing with regard to privacy and comfort of the client.
      (1) The room should not be large.
      (2) The room should be safeguarded from accidential interruptions by students, teachers, and telephone calls.
   c. Be prepared for the interview.
      (1) The counselor should be familiar with facts concerning the client. He should get first-hand information from parents, teachers, and student records.
      (2) If the case is to be referred, the counselor should know the names of referral interviewers, when and how they can be reached, and should be reasonably sure they will grant interviews. He should know the names of authors, titles of books, pamphlets, and where in the library the client can get additional information. He should know general avenues of community employment and how the client can register.
   d. Make a plan of the interview beforehand, with sufficient flexibility to permit quick adjustments.
   e. Allow at least half an hour for most interviews.

Initiating the Interview

1. The client has a right to the undivided attention of the counselor. Other clients' tests, folders, unanswered mail, etc., should be clearly away.

2. Establish a good working relationship or "rapport."
   a. Show a friendly attitude, a sincere and sympathetic interest.
   b. Be cordial to the client when he enters. He is probably more ill at ease than you.
   c. Establishing good rapport doesn't depend on talking about the weather.
   d. Assume that you both are going to be frank and sincere.

---

*Adapted from an informational reference of the same title used in the Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University.

   - e. Both of you are interested in his strong and weak points. Don't criticize his weak points.
   - f. Don't deflate his ego. Build up his self-respect.
   - g. Never tell a client, "You can't do this", or "Don't do that".

3. Get the client's point of view.
   - a. Remember, it is his life he will lead and his occupation he is choosing.
   - b. Give him the responsibility of making the selection.
   - c. Let his needs guide the interview.
   - d. Phrase questions carefully to bring out his feelings, attitudes, and interests.
   - e. Do not ask questions until the client is obviously ready to answer them.

Conducting the Interview

1. Start with the client's strongest interests and build conversation around them.

2. Recognize that the client's emotions, prejudices, and attitudes may be more important than the facts of the situation would indicate.
   - a. Lead him to discuss the situation as he sees it.
   - b. Uncover real problems as soon as possible.
   - c. Be a good listener and draw the client out along consistent lines.
   - d. Do not expect to have all the answers; and even if you have, you shouldn't hand them out. Make suggestions and let the client get the additional information.

Shaping the Interview Toward a Successful Outcome

1. Show real interest and faith in the client.

2. Be straight-forward and frank, not sentimental.

3. Help the client face facts unemotionally.

4. Promote self-examination and self-appraisal. Help the client to see himself clearly, his aptitudes, abilities, interests, personality traits, and motives.

5. Get all the facts and interpret relationships.

6. Build the client's self-respect. Never deflate his ego. Re-direct the objectives, when necessary, as tactfully as possible.

7. Let the suggested plan of action be that of the client. This may be the last step in the problem, but help him to come to some minor decision concerning the situation. Accomplish something.

8. Be specific in suggestions.

9. Personal, emotional, or vocational problems too difficult for the average counselor should be referred to someone with more experience or specialized training.

Terminating the Interview

1. Summarize accomplishments of the interview and stress action along lines suggested.

2. Make a definite appointment for the next interview or leave an opening for the client to come again.

Recording Results of the Interview

Record results of the interview immediately after termination. Accuracy and vividness of detail are essential.

Supplementing the Interview

1. Check with others in regard to the client's problem.

2. Check the client's interests in occupations and extra-curricular activities.

3. Arrange for medical examinations if needed.

4. Check previous scholastic records if necessary.

5. Give or arrange for tests if deemed necessary.

Following-up the Interview

1. Check periodically to find if the suggested course of action is being carried out.

2. Check and evaluate progress the client is making in relation to his problems.

*INDIVIDUAL INTERACTION SKILLS I
Informational Reference

Much of the professional counselor's time is spent interacting with individuals on a one-to-one basis. The counselor spends a great deal of time talking with students during individual interviews. In addition, he works with individual teachers, parents, and other members of the community. Obviously, if he is to be of assistance to these people, he must master a number of skills so that his efforts produce positive results.

Not all of the individual interaction skills that a counselor must learn will be discussed in this unit. In fact, only a few have been selected in order to give you an orientation to this area and some practice in using some of the most important tools of the counselor. Additional skills will be learned later that will build upon the ones we are now presenting.

As part of this unit, you will participate in a simulated counseling interview in which you will be asked to demonstrate some of the tasks that are necessary to prepare for an interview and some of the skills requisite to opening an interview. These are:

1. Physical arrangements for an interview.
2. Greeting and seating the client.
3. Inviting the client to participate in the interview.
4. Maintaining eye-contact with the client.
5. Demonstrating proper body posture.
6. Displaying appropriate facial expressions.
7. Avoiding inappropriate mannerisms.

The following information will help you learn appropriate skills in preparing for and opening an interview.

1. Physical arrangements . . . The physical features of a counselor's office are the least important variable in determining whether or not he will be successful in assisting his clients. A skillful counselor can be of help in almost any type of setting providing it is private and has a minimum amount of furniture. We will focus, therefore, only on that arrangement of furniture which is most valuable in promoting a good relationship between the counselor and his client.

---

*Adapted from materials developed by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

Two comfortable chairs are the absolute requirement for a counselor's office. Typically, there is also a desk or table. The important thing, however, is the placement of the chairs. If only chairs are used, they should face each other and the counselor's chair should be positioned so that he can lean forward and touch the client.

When a desk or table is used, the client's chair should be placed by the side of the desk. The desk should not serve as a barrier between client and counselor. Again, the counselor should be near enough so that he may lean forward and touch the client.

The reason for these arrangements is to develop an intimate atmosphere so that the client will feel a sense of trust in the counselor. The closeness of the counselor helps to indicate a person who is attentive and willing to be of assistance.

2. Greeting and seating the client . . . Most individuals appreciate being extended a warm and friendly greeting. Statements such as, "Hello, won't you come in?", "My name is Tom Jones", and "Would you like to take the chair next to my desk?" may be used. A firm but not overly-zealous handshake is likewise appropriate. The counselor should also greet his clients with a smile or with a relaxed, noncritical facial expression.

   The reason for such behavior when greeting and seating a client is to help him feel at ease. The client should be made to feel that the counselor respects him as a person and doesn't think of him as just another student.

3. Inviting the client to participate in the interview . . . Getting an interview started would appear to be a rather simple task. It is. Many inexperienced and poorly trained counselors, however, go through an elaborate ritual for five or ten minutes before asking the client to indicate why he has come for counseling. Such counselors discuss the weather and inconsequential topics in order (they think) to set the client at ease. Such "small talk" may lead the client to believe that the counselor is avoiding any discussion of his problem. Such behavior may divert the client from discussing the important reasons that brought him to the counselor's office. He may try to please the counselor by continuing to discuss topics presented by the counselor or use them to avoid discussing anxiety-producing material. In short, the client will take his cue from the counselor and tend to behave as the counselor trains him to behave.

Simple statements such as, "How may I help you?" or "What would you like to discuss today?" are usually appropriate to open an interview. Of course, if you initiated a contact with a student, teacher, or parent you would begin by stating the reason for the interview. For example, "I asked you to come in today to discuss what you plan to do after graduation," or "I asked you to come in to discuss your son's progress this semester."

4. Maintaining eye-contact . . . Counselors usually maintain eye contact with their clients. Eye contact helps build a personal relationship between two people and indicates that the counselor is not embarrassed or afraid to approach a problem. It also permits the counselor to observe non-verbal behavior exhibited by the client.

   Occasionally, eye contact will make a client uncomfortable. When this occurs, the counselor should maintain contact for only a few seconds at a time until the client is more at ease. You don't want clients to feel that they are being examined under a microscope.

   The counselor may find that occasionally he needs to divert his eyes from the client in order to concentrate. He should take care not to move his eyes from the client's while the client is discussing topics of personal concern. Such behavior may suggest to the client that the counselor is embarrassed or critical.

5. Demonstrating proper body posture . . . The counselor should be relaxed, but at the same time attentive to the client. He displays good posture when he leans forward toward his client and maintains eye contact. Such posture assists in developing an intimate counseling atmosphere. It indicates that the counselor is interested in the material that the client is presenting. Further, his posture should be mobile. He should be free to move about and use his body to assist in communication.

6. Appropriate facial expressions . . . The counselor's facial expression is the principal way that he indicates emotion. He should try to convey to the client that he is interested, is trying to understand the way the client perceives himself and his environment, and is not critical of the client's behavior. The expression should be friendly rather than emotionless. Eye contact, body posture, and facial expression should communicate that the counselor is friendly, attentive, understanding, and willing to assist the client.

7. Inappropriate mannerisms . . . Many of us have certain mannerisms that can be annoying and distracting to clients. Some of us characteristically scowl or glare at people. Skin picking, wriggling in our chairs, tapping of pencils, playing with change or a desk curio, loud speech, and wringing of hands are other examples of inappropriate mannerisms.

Oftentimes we are not aware of such behaviors. We hope that during your completion of this unit you will receive "feed-back" about any inappropriate mannerisms which you possess and that you will endeavor to change or control such behavior.

*Individual Interaction Skills I

Instructions to Trainee:

You will participate as a counselor in a brief, simulated counseling session. One of your instructors will serve as your client. To the best of your ability, do each of the following:

a. Arrange the desk and chairs in position for an interview.

b. Invite your client to enter the interview room.

c. Start the interview.

d. Use mannerisms, posture, and other non-verbal forms of behavior that are appropriate for an interview.

For purposes of this simulated interview, you may assume that your client has voluntarily asked for an appointment to see you.

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

*Individual Interaction Skills I

Instructions to Rater:

Performance skills

a. Before each trainee participates in Individual Interaction Skills I, you should move chairs away from the desk so that he has to arrange them for an interview.

Performance Criteria: The trainee should position the seats so that the desk does not serve as a barrier. The trainee should be seated near enough so that he can lean forward and touch you.

b. Provide an opportunity for the trainee to invite you to approach the interview area and to seat you.

Performance Criteria: He should greet you with a handshake and with a smile or a relaxed, noncritical expression. He should introduce himself and invite you to be seated.

c. After being seated, the trainee should invite you to participate in the interview.

Performance Criteria: You are a self-referred client and have asked for an appointment. His invitation should be similar to the following: "What would you like to talk about today?" or "How can I help you?" or "Would you like to tell me why you want to see me?"

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

d. Following the trainee's invitation, talk freely for 2-3 minutes about a problem that centers on not knowing whether your opportunities as a beginning electrical engineer would be better within the state or on the West Coast.

Performance Criteria: During this time, observe the trainee to see if:

1. He maintains eye-contact with you.
2. His body posture is relaxed as indicated by his ability to move about freely. He generally leans toward you.
3. His facial expression is pleasant, relaxed, and non-critical.
4. He displays no inappropriate mannerisms such as scowling, frowning, yawning, skin picking, wriggling in chair, wringing of hands, tapping, etc.

After finishing your talk about the problem, stop the interview and rate the trainee on the check-sheet. Then, provide the trainee with feedback by giving him a copy of your ratings and discussing them with him. Verbally reinforce success or partial success and point out ways in which the trainee can improve.

*Individual Interaction Skills I
Rating Sheet

____
Name of Trainee

PERFORMANCE RATINGS

Skill	Adequate	Inadequate	Comments
1. Arrangement of furniture	( )	( )	
2. Invitation to enter room	( )	( )	
3. Opening the interview	( )	( )	
4. Eye-contact	( )	( )	
5. Body posture	( )	( )	
6. Facial expression	( )	( )	
7. Other mannerisms	( )	( )	

____
Name of Rater

NOTE: Retain original and give carbon to trainee.

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

*INDIVIDUAL INTERACTION SKILLS II
Informational Reference

In this unit you will participate in a simulated counseling session where you will be asked to identify the main theme of a client's verbalizations, to keep him focused on the theme, and to direct the theme toward a goal that might resolve the problem. In other words, you will be asked to direct the flow of verbalization coming from the client. If a client is not given direction during an interview, he will tend to ramble and there is the possibility that he will ignore important data related to his problem. Since most individual counseling is relatively short-term (3-5 interviews), it is necessary that the counselor assist the client to focus on important themes or topics with which he is concerned. Wolberg (Wolberg, L. R., *The Technique of Psychotherapy*, New York: 1967, Grune and Stratton) calls this the principle of *selective focusing*. Selective focusing is the process of identifying an important theme in the client's verbalizations, focusing the client's remarks around this theme, and directing the theme into a goal-directed channel.

Identifying an Important Theme. The counselor listens and observes as the client presents his problem. As the client talks, the counselor tries to identify the important themes of client verbalizations by examining the preoccupations of the client. What does he choose to discuss, and how strong is the emotional significance that the client attaches to the topics? Identifying themes is made somewhat easier by grouping the major preoccupations of clients. Clients tend to have problems that cluster in one of three areas. These are:

1. Existing environmental difficulties. Problems in this area constitute the bulk of an individual's preoccupations. A client, for example, will discuss what aspects of the environment assist in gratifying his needs and what causes him to have satisfactory relationships with others. Clients also talk about how the environment hampers their daily lives. They will indicate the sources of frustration and conflict that interfere with their plans and schedules. Remember that most problems encountered by clients are caused by environmental difficulties.

2. Difficulties caused by inappropriate learning. Many clients find that their attitudes and habits are in conflict with those of other people. Clients may find that habits of dependency, aggression, detachment, perfectionism, and compulsive ambition interfere with social relationships at work, at home, and at school.

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

3. The last group of preoccupations consists of those which have persisted over a period of time. We think of these as originating in childhood. They consist mainly of unresolved fears, guilt feelings, and immature behavior patterns.

You may find it easier to identify important themes in a client's verbalizations if you think of classifying them into one of these groups: environment, learning, or childhood problems.

Focusing on a theme. Once a theme has been identified, the counselor has to direct the client's verbalizations so that they focus on the theme. The most effective use of the interview occurs when the client is assisted to talk at length about a limited number of topics. Only a certain amount of data can be retained at any one time, so the counselor must help the client focus on data that relate to the theme of his preoccupations. The counselor does this by bringing the client back to the central theme each time that he strays or rambles. For example, such leads by the counselor as, "You were telling me about why you prefer a job with a small company," or "Can you tell me more about your difficulties with your summer job" will help control the flow of client verbalizations.

Directing the theme toward a goal. The principal purpose of counseling is to assist a person to alter his behavior to meet a goal or objective the client and counselor both believe is worth attaining. This could be a career goal, an educational goal, or a goal for improving his social skills. Goals may be established to remove environmental difficulties, inappropriate behavior patterns, or guilt feelings that were developed in childhood. Regardless of the specific problem presented by the client, the counselor always and continually directs the interview into a goal-producing channel.

The stage is set for discussing counseling goals after the main themes of the client's verbalizations have been identified and these themes have been explored in enough depth to provide the counselor with an understanding of how the client perceives himself and his environment. Then, leads such as the following help the client focus on goals for counseling:

> "As I understand things, you want to find a job that will enable you to utilize your strong math background?" or
>
> "What you want to accomplish in counseling is to equip yourself to make the best possible impression in your interview with the XYZ Corporation?" or

> "You want to decide whether to enter graduate school in September or take a job?"

Such leads will produce further discussion of the specific goals that a client wishes to establish for altering his behavior.

*Individual Interaction Skills II

Instructions to Trainee:

You will participate as a counselor in a brief, simulated counseling session. One of your instructors will serve as your client. To the best of your ability, do each of the following:

a. Continue to use the skills learned in Individual Interaction Skills I. These are:

    1. Seating arrangements.
    2. Invitation to client to enter interview room.
    3. Starting the interview.
    4. Using mannerisms, posture, and other non-verbal forms of behavior that are appropriate for an interview.

b. Identify the important theme in the client's discussion of his problem.

c. Once the theme is identified, keep the client focused by exploring as many facets of the theme as possible.

d. Direct the theme toward a goal that might resolve the problem.

You can assume that your client has voluntarily asked for an appointment to see you. You will have approximately eight minutes for this exercise.

---

*Adapted from materials prepared by the Counseling System Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

*Individual Interaction Skills II

Instructions to Rater:

1. Use the same presenting problem as in Individual Interaction Skills I. Talk freely about a problem that centers on not knowing whether your opportunities as a beginning electrical engineer would be better within the state or on the West Coast.

   In addition, weave in a predominant theme which suggests that you have an unusually close relationship with your parents, such that it would be quite uncomfortable for you to take a job more than 200 miles away from them.

   Give the counselor opportunities to (a) keep the interview focused on the theme and (b) direct the discussion toward a goal. Provide at least three opportunities to do each.

2. Stop the interview after about eight minutes and complete the rating sheet. Then provide feedback to the trainee by giving him a copy of your ratings and discussing them with him. Verbally reinforce success or partial success and point out ways in which the trainee can improve.

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

*Individual Interaction Skills II
Rating Sheet

____
Name of Trainee

PERFORMANCE RATINGS

Skill	Adequate	Inadequate	Comments
1. Arrangement of furniture	( )	( )	
2. Invitation to enter room	( )	( )	
3. Opening the interview	( )	( )	
4. Eye-contact	( )	( )	
5. Body posture	( )	( )	
6. Facial expression	( )	( )	
7. Other mannerisms	( )	( )	
8. Identification of theme	( )	( )	
9. Focus on theme	( )	( )	
10. Goal	( )	( )	

____
Name of Rater

NOTE: Retain original and give carbon to trainee.

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

*INDIVIDUAL INTERACTION SKILLS III
Informational Reference

In this unit you will participate in a simulated counseling session where you will be asked to use three interview techniques and to manage pauses and periods of silence during the interview. Prior to this exercise--in Individual Interaction Skills I and II--you were asked, among other things, to identify an important theme in the client's verbalizations and to keep the client focused on this theme.

You probably found that you used few techniques other than direct questions to direct the flow of client verbalizations. Also, in previous exercises your clients have been very cooperative and were willing to talk about their problems. Unfortunately, clients are not always so obliging. Sometimes they talk about numerous topics that are unrelated to their problems. Clients do not always talk easily. Some lack the verbal skills to express their concerns. Other clients do not trust the counselor enough to freely verbalize personal ideas and feelings. When a client has threatening ideas or feelings, these may cause him to resist further discussion and he may show this resistance by "clamming up." Therefore, it becomes important for the counselor to have a number of techniques to maintain the flow of client verbalizations. In this informational reference you will be introduced to three of the many methods utilized by the professional counselor to direct the flow of verbalizations. You will also learn a specific method of managing pauses and silences during a counseling interview.

Restatement. This technique involves putting statements of the client into different words to bring his attention to certain aspects of his verbalizations that may have escaped his attention. The technique also is used to point out specifically what the client may find difficult to verbalize. It can also be used to help a client focus on important themes in his verbalizations. The following example will demonstrate the effective use of restatement:

Client: "I've gradually narrowed down my preferences. I've transferred from two colleges and changed majors three times. But I've heard that this year the leading companies are only interested in you if you're in the upper five percent of your class."

Counselor: "You may not be able to land a job with a top company, and the only reason you think of is that something must have gone wrong somewhere in your planning."

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

Maintaining Tension in the Interview. The client must be motivated to work actively toward achieving a goal in counseling. When a client is too relaxed, he doesn't stay actively involved in the counseling process. Some clients want to dump their problems on the counselor and let him take the responsibility for finding solutions. The counselor has to be alert to such situations and take steps to maintain an optimum amount of tension during the interview.

Tension can be created by focusing on provocative topics, by asking challenging questions, and by silence. For example, the counselor could say, "Do you really want to go into sales?" or "I'm getting the feeling that you want me to do all the work."

When a counselor uses silence to increase tension, he causes the client to become uncomfortable. This discomfort may cause him to respond spontaneously to the situation. The counselor must be aware that silence may be interpreted as rejection or hostility by the client and, therefore, must be used with discretion.

There is a danger of creating too much tension in the interview. The client may develop an active dislike for the counselor and the counseling process. If this situation occurs, the counselor must be prepared to offer supportive counseling to lower the state of tension within the client. For example, the counselor might say, "I could see that you were getting angry because I wouldn't talk. It's okay to get angry in here. The important thing, however, is for us to communicate, and we were just not getting anywhere."

Interpretation. This technique is used by the counselor when he presents an hypothesis about the client's behavior to the client for his consideration. The purpose of interpretation is to help the client examine possible relationships or meanings of his behavior for a specific situation. It serves to help the client look at his behavior from new perspectives. However, interpretation must be presented in such a way that the client feels free to reject it if he wishes. It does little good to insist that a client accept the counselor's hypothesis. Usually interpretation is preceded by such phrases as, "I wonder if. . ." or "A possible explanation might be. . . ." or "One way of looking at this that occurs to me is . . . ."

Managing Pauses and Silences. Pauses often occur during counseling while the client thinks through some of the ideas that have been brought out during the interview. On some occasions the counselor will pause to reorganize his thoughts. Such pauses are to be expected and should not be interrupted. When they continue beyond a moment or two, the counselor can focus the content of the interview by: (1) repeating the last word or last few words the client has used, (2) restating the content of the last few statements made by the client, and (3) asking a question about the material that has been under discussion.

Periods of silence, beyond a moment or two, may occur for a number of different reasons:

1. Early in the interview, the client may be embarrassed or threatened by the counseling process. In this case, the counselor must take steps to relieve the tension by providing reassurance.

2. Silence may also mean that a particular topic has been worked through and the client is wondering what to say next.

3. He may also be thinking over what he has just said.

In these situations the counselor should wait for the client to continue until it becomes obvious that the client is waiting for some response from the counselor.

Silence may also mean that a client is experiencing difficulty in expressing some feeling or idea. He may be shy or concerned about the confidentiality of his disclosure. In these situations, the counselor should help the client verbalize by making such statements as, "It's sometimes difficult to discuss certain things?" or "How can I help you talk about the things concerning you?" or "I'm wondering if you are afraid that I will discuss your concerns with people outside of this room?"

Silence is likely to follow intense emotional discussions. In these situations, the counselor should maintain an understanding silence until the client has recovered somewhat from the emotional strain.

Finally, some clients don't have the social skills to carry on long discussions with adults. They may have learned to express their feelings and thoughts in very few words or they may have learned to depend on others to initiate and take the responsibility for directing the flow of verbalization. In these situations the counselor will have to be patient. He can attempt to help the client gain the social skills necessary for effective communication, or he can accept the behavior of the client and rely upon nonverbal cues to help provide direction for the counseling process.

Long periods of silence are infrequent in most interviews when the counselor is adequately trained. When silence is a hindrance to further progress in the interview, the following steps are suggested by Wolberg (Wolberg, L. R., The Technique of Psychotherapy, New York: 1967, Grune and Stratton). These suggestions have been modified to make them appropriate for this Informational Reference.

Note: The counselor should provide the leads listed below in the order presented until the client can begin to verbalize. Adequate time, of course, must be provided between leads so that the client has an opportunity to respond. Fifteen seconds would be a minimum.

1. To break a period of silence, the counselor may focus the client's attention by saying, "You find it difficult to talk," or "It's hard to talk."
2. In the event of no reply, the counselor may say, "I wonder why you are silent."
3. Thereafter, the counselor may remark, "Perhaps you do not know what to say."
4. Then, "Maybe you're trying to figure out what to say next."
5. This may be followed by, "Perhaps you are upset."
6. The next comment could be, "Perhaps you are afraid to say what is on your mind."
7. If still no response is forthcoming, the counselor may say, "Perhaps you are afraid of what I might think if you say what is on your mind."
8. Finally, if silence continues, the counselor may say, "I wonder if there is something about me that makes it difficult for you to talk."

In those rare instances when the client still remains silent, the counselor should say, "Why don't we just sit here for awhile and maybe you will be able to tell me what you have been thinking." After a reasonable length of time, the counselor can attempt again to break the silence. If he has no success this time, he should gently dismiss the client by indicating his availability at some future time if the client would like to try again. At no time must the counselor indicate anger, but should communicate patience and his willingness to work with the client.

*Individual Interaction Skills III

Instructions to Trainee:

You will participate as a counselor in a brief, simulated counseling session. One of your instructors will serve as your client. To the best of your ability, do each of the following:

a. Continue to use the skills learned in Individual Interaction Skills I and II. These are:

    1. Arrange seating.
    2. Invite the client to enter interview room.
    3. Start the interview.
    4. Use mannerisms, posture and other non-verbal forms of behavior that are appropriate for an interview.
    5. Identify the important theme in the client's discussion of his problems.
    6. Keep the client focused by exploring as many facets of the theme as possible.
    7. Direct the theme toward a goal.

b. During the time that you are identifying the theme and keeping the client focused on the theme, use each of the following interview techniques:

    1. Restate the content and/or feeling of one or more of the client's statements.
    2. Maintain an appropriate amount of tension in the interview.
    3. Make an interpretation of the client's statements and/or behavior.

c. Manage pauses and periods of silence during the interview.

You can assume that your client has voluntarily asked for an appointment to see you and that you have never formally met the client, although you can identify him by name upon sight. He is 21 years of age. You will have approximately ten minutes for this exercise.

Reread these directions carefully until called for the interview.

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

*Individual Interaction Skills III

Instructions to Rater:

1. Use the same basic problem as in Interaction Skills I and II. There are differences, however. First, talk freely about a problem that centers on not knowing whether your opportunities as a beginning electrical engineer would be better within the state or on the West Coast. In addition, weave in a predominant theme which suggests that you have an unusually close relationship with your parents, such that it would be quite uncomfortable for you to take a job more than 200 miles away from them.
    a. Now, give the trainee an opportunity to restate the content and/or feeling of one or more of your statements.
    b. Then, suggest subtly that the reason you would feel uncomfortable is that your parents would be so uncomfortable.
    c. Now give the trainee an opportunity to make an interpretation of your statements.
    d. Then, indicate that it is up to the trainee to solve your problem and you expect him to do so. This will provide him an opportunity to increase the tension of the interview.
    e. Regardless of the response of the trainee, go into a period of silence so that the trainee has an opportunity to show his skills in managing silence.

2. Stop the interview after about ten minutes and complete the rating sheet. Then provide feedback by giving the trainee a copy of your ratings and discussing them with him. Verbally reinforce success or partial success and point out ways in which the trainee can improve.

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

*Individual Interaction Skills III
Rating Sheet

____
Name of Trainee

PERFORMANCE RATINGS

Skill	Adequate	Inadequate	Comments
1. Arrangement of furniture	( )	( )	
2. Invitation to enter room	( )	( )	
3. Opening the interview	( )	( )	
4. Eye-contact	( )	( )	
5. Body posture	( )	( )	
6. Facial expression	( )	( )	
7. Other mannerisms	( )	( )	
8. Identification of theme	( )	( )	
9. Focus on theme	( )	( )	
10. Goal	( )	( )	
11. Restatement	( )	( )	
12. Interpretation	( )	( )	
13. Maintaining tension	( )	( )	
14. Pauses and silences	( )	( )	

Three of the following (or similar) leads for breaking periods of silence must be given, and in this order:

1. "You find it difficult to talk" or "It's hard to talk."
2. "I wonder why you are silent."
3. "Perhaps you do not know what to say."
4. "Maybe you're trying to figure out what to say next."
5. "Perhaps you are upset."
6. "Perhaps you are afraid to say what is on your mind."
7. "Perhaps you are afraid of what I might think if you say what is on your mind."
8. "I wonder if there is something about me that makes it difficult for you to talk."

____
Name of Rater

NOTE: Retain orginial and give carbon to trainee.

[illegible]

ESSO Education Project
University of Virginia
1969-1971

*A BASIC APPROACH TO GROUP COUNSELING IN THE COLLEGE PLACEMENT SERVICE

Outline of Major Steps

I. Receive and Evaluate Client Referrals

II. Prepare for Group Sessions

  A. Arrange for Meetings
  B. Review Available Data on Clients

III. Conduct Group Sessions

  A. Establish Structure

    1. Purpose
    2. Roles
    3. Focus
    4. Limits

  B. Get Acquainted and Clarify Objectives for Joining the Group
  C. Discuss Member Concerns

    1. Common Problems Approach
    2. Case-Centered Approach

  D. Establish Specific Objective(s) for Counseling

    1. Common Problems Approach
    2. Case-Centered Approach

  E. Perform Required Tasks

    1. Common Problems Approach
    2. Case-Centered Approach

---

*The major steps in this approach to group counseling are patterned after comparable steps in the individual counseling process as developed by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. This material was developed under the sponsorship of the ESSO Education Foundation. Please do not quote from or reproduce without permission of the authors.

F. Evaluate Counseling

    1. Common Problems Approach
    2. Case-Centered Approach

G. Terminate Counseling

    1. Structure Termination Operations
    2. Review Activities and Accomplishments
    3. Manage Member Resistances (if any)
    4. Stress Importance of Follow-Through
    5. Conduct Transfer of Learning Operations

ESSO Education Project
University of Virginia
1969-1971

*A BASIC APPROACH TO GROUP COUNSELING IN THE COLLEGE PLACEMENT SERVICE

Like the model procedure presented earlier for individual counseling, the group counseling process outlined in this paper is brief and greatly simplified. You will therefore need to supplement this procedure by referring to selected sources in your bibliography for group counseling, particuarly the references by Blocher (1966); Hewer (1968); and Jones, Stefflre, and Stewart (1970).

Because of the way in which the groups will be formed, i.e., by random assignment of clients from those who have volunteered for counseling, it will not be possible to know in advance the exact nature of the individual concerns which will be presented, although you can perhaps get some hints by studying the data available on each client. It may be that all five members will have essentially the same concern--for example, how to make a good impression in the placement interview. In that event, the common problems approach described by Blocher may be an appropriate model to use in dealing with the group. Since all members will have basically the same objective for counseling, it may then be advisable to spend the bulk of the group's time examining the elements of the placement interview and practicing the skills needed to succeed in such an interview.

However, it may be that all or most of the five clients have different problems. One may be concerned mainly about how to conduct himself in a placement interview, another may be trying to decide whether to find a job or go to graduate school, still another may be undecided about two equally attractive occupations, and so forth. In such a group, the case-centered approach, also described by Blocher and elaborated by Hewer, may be the appropriate model to use. For this reason, we will focus in the training program upon both approaches, and you will then need to decide which to use with a particular group after you have become sufficiently acquainted with the concerns of the members.

---

*This manuscript was developed under the sponsorship of the ESSO Education Foundation. Please do not quote from or reproduce without permission of the authors.

A further distinguishing feature of group counseling as used in this Project is the emphasis upon information-seeking, decision-making, and skill development. It is anticipated that those who request counseling in the Office of Placement will have fairly concrete ideas about the vocation(s) and jobs which they wish to investigate and that they will be free of acute fears and anxieties related to their placement concerns. In cases where this assumption proves incorrect, an appropriate referral should, of course, be made. This is not to suggest that the counselor should ignore feelings and anxieties, but rather that these are not his primary concern in this approach to group counseling.

You will note many similarities between the procedure described here and that proposed for individual counseling. The major difference, aside from the group setting itself, is that the support, experience, and reactions of several persons, rather than those of the counselor alone, are brought to bear upon the concerns of each group member. The steps in the group counseling process are as follows:

I. Receive and Evaluate Client Referrals

The first step in initiating group counseling is to decide who should be in the group. In the ESSO Project, this decision will already have been made by personnel in the Office of Placement, who will assign to each counseling group five placement registrants who have volunteered for counseling. Some screening in regard to problem severity may also have taken place. Nevertheless, the counselor will need to be aware of the possible presence within the group of someone in need of intensive vocational and/or personal counseling. The guidelines for making referrals (to be presented later in the training program) should be applied here as well as in individual counseling. However, it may be possible for a client referred for such intensive counseling to continue as a member of the group, depending upon the wishes of the client and the collective judgment of the referral counselor and the group counselor.

II. Prepare for Group Sessions

The next step is to prepare for the actual group sessions. As you know, you will meet with each of your counseling groups once per week for five sessions of approximately one hour each.

One of the first considerations is the physical setting in which the sessions will take place. The room should be private, of course, and should contain a sufficient number of comfortable chairs and a large table.

You should also examine any available data on each of your clients. You should note particularly any commonalities in major field of study, occupational preference, biographical background, and the like, from one client to another. You should also note the reason why each client desires counseling, if such a reason has been indicated. All such information will be of assistance to you in framing your structuring remarks and in planning your overall approach to the group. In handling records and dealing with client information you must, of course, adhere strictly to Office of Placement policies concerning such matters.

III. Conduct Group Sessions

A. Establish Structure

One of your first tasks is to provide structure for the group sessions. The basic elements are comparable to those in individual counseling, i.e., (1) the purpose of group counseling in the Office of Placement, (2) the roles of the counselor and the group members, (3) the need to focus upon the concerns of one member at a time (in the case-centered approach) and to help each member develop and achieve a specific objective, and (4) the limits under which the group will operate (number and length of sessions, confidentiality, etc.).

You might begin the first group session, for example, by introducing yourself, having each member identify himself, and then saying something like the following:

1. (Purpose). "Before we get started, let me tell you a little about what we will be trying to do in these group sessions. Our purpose is to help each member of the group with his concerns as they relate to college placement. We will be doing such things as helping a member to locate and use needed information, helping him to prepare for placement interviews, and helping him to make various kinds of decisions related to the overall job selection and placement process.

2. (Roles). "Each of us has certain responsibilities in these sessions. My job is, first, to help everyone understand what our sessions are for and what the basic ground rules are. I also have responsibility for helping the group to get started and for keeping it on its course. In addition, I share with the group the responsibility for helping each member to work on his concerns.

   "One of the interesting things about group counseling is that each member performs two basic roles. The first is to give help to the person whose concerns are being discussed. This is done by listening carefully to what he is saying and talking with him in an attempt to clarify his concerns and to help him decide upon and pursue an appropriate course of action. It may also be necessary to engage in certain collaborative activities with him, such as role-playing. That is, in a sense all of us will be 'counselors' or helpers to the person whose concerns are being focused on at any given moment. Your second role involves seeking and receiving help from the group when your particular concerns are being discussed. In this regard, your job will be to describe and discuss your concerns frankly and fully so that the rest of us will understand your situation and be in a position to help you. It's also your job to carry out any tasks that you might need to perform and to make any decisions that might be involved.

3. (Focus). "We will try to help each member develop and achieve a specific objective, which will be his goal for group counseling.

4. (Limits). "Our group sessions will meet once a week for five weeks. Each session will last approximately one hour. Although participation in the group is voluntary, it is expected that, since you have indicated a desire to join the group, you will be here for each of the five sessions. This is very important because each member is entitled to your help in working on his concerns. What we say in the group is confidential. It is not to be repeated to anyone else unless the group gives its permission. In this regard, I would like your permission to tape record our sessions. The tapes will be heard only by me and by my supervisor, who will focus on my techniques and make suggestions to help me do a better job in working with the group. Is it okay if we do this?"

After settling the matter of tape recording, you might add, "These are the basic ground rules by which we will operate. Of course, we may need to develop additional guidelines as we go along. How does that sound to you? Any questions about what we'll be doing in the group?"

B. Get Acquainted and Clarify Motives for Joining the Group

After the group members have agreed upon the general purpose and nature of the group, the next task is to help the members get better acquainted. This also provides an opportunity to share reasons for joining the group. You might say, for example:

> "Let's begin by getting to know one another a little better. Why don't we simply go around the group and ask each member to tell us his major field of study, his occupational preference, the type of job he is looking for, and his reasons for joining the group. Bill, would you like to start?"

C. Discuss Member Concerns

The next major step involves discussing the concerns of each of the members. Of course, the procedure to be followed will depend in part upon whether you are using the common problems approach or the case-centered approach.

If the concerns of the members are substantially similar from person to person--e.g., if they all are concerned mainly with how to prepare for the placement interview--you should use the common problems model in working with the group. However, if the concerns are quite different from one person to the next, the case-centered model would be the appropriate strategy. While the discussion of member concerns is somewhat similar in the two models, the differences are sufficient to warrent separate consideration.

1. Common Problems Approach. In initiating this approach, it is important to emphasize verbally the fact that all persons in the group are concerned about essentially the same thing. This does not, however, rule out the possibility that various members may be primarily concerned about different aspects of the same general concern. Continuing the example cited earlier in which all members were primarily concerned about the placement interview, one person may never have had an employment interview of any kind and therefore be in need of basic information about what goes on in a placement interview. Another may have had several such interviews already in which he was dissatisfied with his performance and may therefore desire to develop highly specific social skills which will enable him to succeed in future placement interviews. Yet another person may have a general idea of what the placement interview entails but need particular help in responding to aggressive interviewers or potentially embarrassing questions. Obviously, there are several possible combinations of these concerns, and additional concerns as well, all related to the central theme of the placement interview.

   It is therefore important to draw each member out and clarify exactly what his concerns are. The counselor might try a lead such as: "Jim, I know you want to do well in your placement interview. Can you tell us what aspect of it concerns you most?" Or, "John, as you look ahead to the placement interview, what are your thoughts?"

   As each member responds, it is important for the counselor and the other group members to listen carefully and try to understand what is being said. The counselor should encourage all members to react. He may say, for example, "Has anyone else in the group felt this way about the placement interview?" Or, "Tim, what is your reaction to what John said?" Restatement, reflection of feeling, and other techniques used in individual counseling are also appropriate.

   In a sense, the counselor will be seen as a "role model" by the other group members and they will gradually begin to pattern their responses after his. In this regard, one of the most productive types of response that the counselor can make is what Jones, Stefflre, and Stewart (1970) have called "linking." A linking response is one which points out the relationship--often subtle--between what one speaker has said and what the next has said. For example, in discussing the placement interview, Frank may say, "I'm afraid I'll get tongue-tied when I go in for my interviews," and Jerry may add, "Yeah, and how will we know where to start?" At this point, the counselor may say, "It seems that both Frank and Jerry are concerned about social skills that they can use in the early part of the placement interview." This response links the previous comments together and points out a common bond between these two members, a very important catalyst in group counseling. Such responses also serve to keep the discussion focused and provide a model of appropriate group behavior for the members.

2. Case-Centered Approach. In the case-centered model the discussion of member concerns will proceed in much the same way as described above, except that the counselor will focus very specifically upon each member, in turn. He might say, for example: "We seem to have a fairly wide variety of concerns in the group. Why don't we devote a few minutes to getting each of these concerns out on the table where we can look at them more closely. Don, I believe you were concerned about whether to enter graduate school next year or get a job. Would you like to tell us more about that?"

   During Don's elaboration of his concern, the counselor and the other group members should listen carefully and draw him out in much the same way as indicated for the common problems approach. After a few minutes have elapsed and Don has explored his concern in some detail, the counselor can say, "Okay, Don, I think we understand your situation better now. You seem to be saying that you really would prefer graduate school, but you have some doubts about whether you could finance your graduate study without taking a job and saving some money first. Do I read you correctly?" Assuming an affirmative answer from Don, the counselor can then move to the next member and invite him to describe his concern, and so on throughout the group. Here, as in the common problems approach, the counselor will be constantly exercising the linking function, encouraging comments from other members, and endeavoring to build up the cohesiveness of the group.

D. Establish Specific Objective(s) for Counseling

Now that the concerns of the members have been discussed and clarified, the next step is to help each member establish a specific objective for counseling. Here again, the procedure will vary somewhat, depending upon whether you are using the common problems approach or the case-centered approach.

1. Common Problems Approach. One of the defining characteristics of the common problems approach is that all members have the same concern. If this is literally the case with the members of your group, it follows that there will likewise be a common objective for counseling. If, for example, all members of the group are primarily concerned about how to make a good impression on the placement interviewer, the counseling objective for each member might be worded somewhat as follows: "By the end of the fourth session of the group, I will participate in a role-played placement interview with a success rating of 4 or above (on a 5-point scale with 5 as 'high') from all members of the group."

   Note that there are three essential aspects of this objective: (a) it is to be accomplished during the lifetime of the group rather than at some later time, (b) it states what the member will be doing as a result of counseling, and (c) it includes a standard or criterion of minimal performance.

2. Case-Centered Approach. In the case-centered approach, the process of establishing a specific objective is much like that followed in individual counseling, since the unique concerns of each member must be dealt with separately. In this regard, the various group members will act as "counselors" to a particular member as he strives to develop an appropriate objective.

   Sometimes a member's original version of his objective will be fairly straightforward, and the goal will be readily attainable and measurable within the time limits afforded the group. This is particularly true where a decision has to be made between alternatives. For example, the student who is torn between whether to seek a job or to apply for graduate school may have as his objective to state at least a tentative decision between these two choices by the end of the fourth group session. The criterion for attainment might be (a) signing up for placement interviews aimed at a job of his choice, or (b) filing a completed application for graduate school. Note that the objective is to be attained while the group is in progress, that it describes what the client will be doing when he achieves the objective, and that it includes a criterion or standard against which his accomplishments can be compared.

   Often, however, the client's first attempt to state an objective will not reflect sufficient clarity of thinking or precision of wording. For example, an objective such as, "I want to get a good job" is not expressed clearly enough that its attainment can be assessed readily and accurately. In such a case, the job of the counselor and the other group members is to help the individual look more closely at his objective, clarify its meaning, and express it in such a way that its attainment (or lack of

> attainment, as the case may be) can be ascertained within the time span afforded the group.
>
> Thus, the objective, "I want to get a good job" may elicit such reactions from the group as, "Don't we all!" or "What do you mean by a 'good' job?" "One that pays well?" "One in which the opportunities for advancement are great?" "One in which you can be creative?" "How realistic is your goal?" "If you want all of these things in a job, which aspects are most important?" After give-and-take prompted by questions of this nature, the objective for counseling might evolve as something like, "I will sign up for interviews with three firms offering jobs that meet my specific criteria and for which I can qualify. My objective will be attained when a majority of the group agrees that the jobs do in fact meet the criteria which I have stated and that I appear to have an average or better chance to obtain such a job with one of these employers."
>
> Such an objective may at first seem overly tedious, but on close examination it can be seen that, unlike the rough version from which it evolved, it is to be attained within the life-span of the group, it states quite specifically what the member will be doing as a result of counseling, and that it involves a built-in standard or criterion such that he will know whether he has attained what he set out to do.

Of course, regardless of the approach to group counseling, the ultimate behavior of doing well in the real placement interview or of actually getting a "good" job is the final test. Yet, we can seldom know, while the client is involved in counseling, whether that goal has been (or will be) achieved or not. However, it seems more likely to be achieved if the client can work on and evaluate his progress toward a closely related objective which is in fact possible to attain within the time period allotted to the group. Note in the first example (common problems approach) that the group members, in achieving their objectives, will have experienced success in a simulation exercise which closely resembles the actual placement interview; also, in the last example under the case-centered approach that in meeting his objective, this particular member will have clarified his thinking about the kind of job he wants and will have signed up for interviews which appear to represent realistic possibilities for him.

The clarification and determination of specific objectives may well consume all of the second session of the group, particularly where the case-centered approach is used.

E. Perform Required Tasks

Once the objective(s) for counseling have been formulated in quite specific terms, it is necessary for each member to perform certain tasks which will lead to the accomplishment of the objective. Frequently the counselor and the other group members, besides lending moral support and encouragement, will need to perform auxiliary tasks to help a particular member. This reflects one of the unique advantages of the group situation--the fact that the resources of several persons, rather than the counselor alone, can be brought to bear upon the concerns of a particular individual. At the same time, engaging in such tasks is beneficial to the "helping" members themselves, particularly in role-playing situations where they must take the part of someone whose orientation they need to understand, such as the placement interviewer.

The performance of required tasks may differ somewhat for the two approaches to group counseling, as noted below:

1. Common Problems Approach. The homogeneity of member concerns in this approach gives the counselor a great deal of flexibility in dealing with the common objective of the members. He is limited only by his own ingenuity and that of the other group members. He may, for example, use a variety of methods and materials more commonly associated with group guidance than with group counseling. If, as in the example cited earlier, all members have the objective of performing at or above a certain rated level of effectiveness in a role-played placement interview, the counselor can show videotapes of actual and role-played placement interviews to the group, followed by discussion. He can instruct the group about the placement interview, much as if he were a teacher addressing a class. He can have an employer representative visit the group and talk with the members about the placement interview. He can distribute literature dealing with the placement interview to all group members, have them read it--perhaps as "homework"--and conduct a question and discussion period afterward.

   However, since the objective in this example is highly skill-oriented, he will want to devote a substantial portion of the group's time to experiences which simulate the placement interview. He may therefore divide the group members into three groups of two (including himself as the sixth member) and role-play a number of placement interviews. Partners and roles can be shifted from time to time, so as to acquaint each member with a diversity of roles and approaches. As deficiencies are noted, provision should be made for "recycling" back to other means of learning, such as observation of taped interviews, direct instruction, and reading. Of course, members who have already reached their objective can be of considerable help to those in need of further practice.

   These are only a few of the possible tasks which a resourceful counselor and group might perform in order to achieve a common objective.

2. Case-Centered Approach. In the case-centered model the counselor does not have quite the same degree of flexibility in use of time and resources, since presumably each member's concerns require an individualized approach in the assignment and performance of tasks. He must therefore allot a portion of the group's time to each member when deciding what tasks are necessary. Also, he cannot use "group guidance" techniques to the same extent as in the common problems approach, since the members have fewer concerns in common. Thus, the group will have to devote some of its time to helping each member with his own tasks, even though those tasks may bear only an indirect relationship to the tasks of other members. However, such time will not be without benefit to the other members, since any help given to a particular member will relate to the overall topic of placement, with which all members are necessarily concerned. It should be remembered, too, that in a group of five members utilizing the case-centered approach, there may be some members who do in fact have the same or closely related objectives. Two members, for example, may want help in developing social skills for use in the placement interview, whereas the other three members may have objectives which differ from one another and from those of the other two members. In such a group, the counselor can pair off the two members who have the same objective and have them conduct joint tasks, such as observing videotapes of placement interviews, practicing role-played interviews, and so on.

As mentioned earlier, we are concerned primarily with three broad types of problems with which a placement client might be faced. One of the simplest problems is one in which the group member has well-developed, realistic plans but is in need of specific information, such as data about particular jobs or employers. As mentioned in the monograph on individual counseling, in such a case the counselor will typically acquaint the client with appropriate sources of information and the client will then locate and report back the information which he has found. In a group counseling situation, however, all of the other group members, as well as the counselor, are responsible for the "counseling" function. Hence, other members may share with a particular member information and sources of information with which they are familiar. Likewise, through their comments and questions they will help such a member to evaluate the information and to integrate it into his plans.

More typically in counseling, however, information is acquired as a preliminary to some sort of decision. Consider the earlier example of the group member who could not decide whether to seek a job or to apply for graduate school. Unless this student has investigated the world of work and the opportunities for graduate study quite carefully, it is possible that he will need additional information before he can make an intelligent choice between these two alternatives. At the very least, he will need information about the kinds of jobs for which he might qualify and about the admission requirements for graduate study in his particular field at the school(s) of his choice. The counselor and the other group members, through their questions and suggestions, can help him determine the kinds of information needed and can also suggest possible sources from which the data can be obtained.

Consider also the example of the person who wanted a "good" job. This person's objective, you will recall, was to sign up for interviews with three employers offering jobs which met his criteria and for which he could qualify, as judged by a majority of the group members. Obviously, there are certain tasks which would have to be performed before this objective could be attained. First, the client might list in rank order what he considers the five most important aspects of a good job. Then, he might study the literature in the placement office and identify three specific firms scheduled to visit the University this year which offer jobs that meet his criteria. Finally, he would have to convince the group of his chances of obtaining a job with one of these employers. The group members could help him to locate and evaluate this information, and, of course, their collective judgment would determine whether his objective had been met. It can be seen in this example that, while one particular member has primary responsibility for carrying out tasks related to his problem, the counselor and the other group members also share responsibility for certain auxiliary tasks.

The third major type of objective with which we are concerned is one in which the group member desires to develop a particular skill or set of skills, such as those needed to present oneself favorably in the placement interview or on a plant visit. It is this type of objective which lends itself most readily to collaborative activity on the part of two or more members, as in role-playing. Certain of the group members can assume the part of employer representative in role-playing with this student, and the entire group can constitute a panel of judges to assess the attainment of the objective. In helping a member with such an objective, all group members will benefit appreciably, since they too will find themselves in a placement interview sooner or later, regardless of the particular objective they have chosen for group counseling. Thus, a skill-development objective would be dealt with much as in the common problems approach, except that the primary focus would be upon fewer members, and "group guidance" activities would be less suitable. Nevertheless, some such activities, e.g., viewing videotapes of placement interviews, could still be undertaken by the student on his own, between group sessions.

F. Evaluate Counseling

The procedure for evaluating group counseling is much the same as in individual counseling. Each group member must answer the basic question: "Was my specific objective attained?" That is, "Did I find the appropriate information and integrate it satisfactorily into my plans?" Or, "Did I make a decision between alternatives?" Or, "Have I demonstrated the skills which I set out to learn?"

1. Common Problems Approach. In the common problems approach, of course, every member will ask himself essentially the same question. At that point, depending upon the time which the group has remaining and depending also upon the possible need for additional counseling, several alternatives are open to the group.

    a. If the group is in its final (fifth) session, obviously very little time remains and additional counseling within the group will probably not be possible. The counselor can then proceed to structure the termination of the group.

    b. If, however, there is sufficient time available, there are several additional alternatives:

        (1) Any members who have not attained their objective can try again to achieve their original objective or can modify it so that it can be attained.

        (2) Individual members who have attained their objective can formulate and work toward a second objective. If everyone in the group falls into this category, and if they all choose the same additional objective, the group can then recycle through the common problems approach as previously described. However, if some wish to pursue additional but different objectives, the group will, to that extent, take on the characteristics of the case-centered approach.

        (3) Individuals who have attained their objective and who do not wish to work on a further objective of their own may help other members who have not yet achieved their first objective, or who are beginning to work on a second objective. It is assumed that each member has an obligation to remain in the group and help other members, even though his individual goals may have already been achieved.

    Obviously, it is difficult to anticipate all of the possible situations which may arise. It is conceivable, for example, that some members may accomplish their first objective very early, then proceed to accomplish three or four more before the group terminates. Others may not accomplish their original objective until the final group session. Still others may never attain their objective. Hence, decisions and alternatives such as presented above may apply at different points for different members in the overall life of the group. Within that limitation, however, this basic framework should enable the counselor and the group to grasp the overall sequence involved.

2. Case-Centered Approach. Evaluation of counseling in the case-centered approach is quite similar to that followed in the common problems model. The basic question remains: "Did I achieve my specific objective?" Although all or most of the members' objectives will have been different, this has no bearing upon the evaluation process. The same basic options are open to the counselor and group as described above. However, it is possible (although perhaps unlikely) that in the pursuit of additional objectives the basic strategy of the group will change. For example, if all members have achieved their various objectives and they all then choose the same additional objective, the group will at that point become a "common problems" group and will pursue that approach toward the second objective.

G. Terminate Counseling

As you will recall, in the counselor's initial structuring remarks it was indicated that the group would meet for five sessions only. Hence, the group members will have lived with this expectancy from the beginning. To further prepare the members for termination, the counselor can remind them from time to time of the remaining number of sessions. This will also serve as a gentle reminder to keep them working toward their objectives.

The termination procedure described in the following paragraphs is applicable to both the common problems approach and the case-centered approach.

1. Structure Termination Operations. In structuring the termination of group counseling, the counselor simply states that since the prearranged time for termination of the group is at hand, it is appropriate to conclude group counseling. As in individual counseling, this does not mean that the counselor and the various group members should not talk with each other when they happen to meet, or that the counselor should not follow up on the outcomes of counseling with the group. It does mean, however, that these particular members will no longer meet as a formal counseling group. The rationale here is the same as in individual counseling, i.e., the counselor has an obligation to other placement clients as well, and therefore cannot spend an inordinate amount of time with any one group or individual. At the same time, the counselor should be careful to conclude on a positive note, even though some of the group members may not have attained an objective

or otherwise performed according to his expectations. It is possible that such members, having experienced the group process, will achieve their counseling objective on their own or will seek further help through the Office of Placement on an individual basis, especially if those possibilities are pointed out to them.

2. Review Activities and Accomplishments. As part of the final group session, it may be helpful to review the activities and accomplishments of the group. This will help to put the group experience into perspective for the members and will also provide feedback to the counselor which may prove useful in working with future groups. The counselor may try a lead such as, "Let's take a few minutes and recap what we have done in the group. Why don't we go around and ask each member to react in terms of what he has accomplished in the group and how he feels about the group experience. Jim, would you like to start?"

3. Manage Member Resistances. Some of the members may show signs of resistance to terminating the group sessions. Remarks such as, "I sure wish we could continue; this has really been a fun experience" may simply reflect the natural cohesiveness of the group or they may indicate dependency. At this point the counselor may remark, "I've enjoyed our experience, too, and I'm sure we'll all miss being in the group. I'm sorry our time has run out, but it seems that we have made some real progress and that everyone is now in a better position to handle his placement concerns."

4. Stress Importance of Follow-Through. Another point to stress in the final session is that, while the members may have attained their specific objective(s) in the group counseling situation, the true test of what they have learned usually lies outside the group experience itself. This is particularly true where skill-development has been the objective or where a member has to implement in a real-life situation a decision which he has made in the group. It is therefore essential for the counselor to stress the importance of following through.

5. Conduct Transfer of Learning Operations. A closely related point is that the problem-solving methods and skills used in counseling may have carry-over value to other placement concerns which subsequently develop. In dealing with such concerns, the individual may be able to employ techniques which he has used or observed during group counseling, such as (a) obtaining all crucial information before making a decision; (b) identifying alternative solutions to a problem, then ranking the alternatives in order of acceptability as a means of making a final choice; and (c) engaging in simulation exercises, such as role-playing, whenever interpersonal skills are to be developed.

Of course, such transfer of learning may also apply to concerns not related to placement. This is an expected outcome of good counseling, since in the broader context the counselor's goal is to equip the client with strategies and skills which will enable him to function independently.

Day 3

The purpose of the third day of training was to present the final didactic portion of the training program and to provide additional practice in individual and group counseling.

Topic 1: Referrals for Intensive Vocational and/or Personel Counseling. Up to this point the training program had focused upon the "normal" problems of placement clients--problems with which newly trained placement counselors could reasonably be expected to cope. However, since it may be expected that some clients will present problems which are beyond the competency of beginning counselors, it was necessary to prepare them to recognize such problems and to make appropriate referrals to more highly trained personnel. Accordingly, the first topic of the third day of training was a brief didactic presentation concerning referrals to the University Student Counseling Center for intensive vocational and/or personal counseling. This topic was presented by a staff member of the Counseling Center and was followed by a discussion period.

Specific considerations included were behavioral symptoms to be alert for in clients, how to discuss the possibility of a referral with a client, the appropriate protocol to be followed in making a referral, and how to follow-up on a referral. Careful attention was devoted to matters of ethics and confidentiality.

An effort was made in role-playing situations at subsequent points in the training program to test the trainees' sensitivity to the more complicated and emotionally involved types of client problems.

Topic 2: Promotion of Information-Seeking Behavior through Counseling. On the first day of training, the trainees had been introduced to the topic of securing and using information about potential careers. The present topic provided an elaboration and extension of the former topic, with particular emphasis on how to integrate the promotion of information-seeking behavior into the Systematic Counseling paradigm.

As an introduction to this segment of training, the trainees were given a copy of a flowchart entitled, "Conduct Information-Seeking Procedures" (p. 89). A flowchart is a graphic, sequential description of the functions and decisions involved in the counseling process. Each element, or function of counseling is enclosed in a box or other geometric figure and is labeled by a verbal statement or question. The arrows indicate the order in which the various functions are to be performed, starting at the upper left corner and proceeding in counter-clockwise direction. Such a flowchart enables the counselor to grasp the overall scope of the tasks which he is to perform and enables him to follow a rational, economical sequence of tasks in his counseling. It should be noted that this flowchart is part of a larger flowchart detailing the entire process of Systematic Counseling as conceptualized at Michigan State University.

After studying and discussing the flowchart, the trainees read three sets of materials explaining the major flowchart functions in detail:

1. "Flowchart Functions 6.1.1 and 6.1.2: Identifying Information-Seeking Modes and Assessing Sources and Skills" (pp. 90-92).
2. "Flowchart Function 6.1.3: Conducting Information-Seeking Tasks" (pp. 93-94).
3. "Flowchart Functions 6.1.4 and 6.1.5: Processing and Implementing Information" (pp. 95-96).

Next, three videotaped presentations keyed to the flowchart and the printed materials were shown. These one-inch tapes illustrate a counselor and client going through the process of identifying information-seeking modes and assessing sources and skills, conducting information-seeking tasks, and processing the resulting information. Although presented within the context of individual counseling, the overall strategy and specific techniques are applicable to group counseling as well.

Aided by the accompanying narration, the trainees traced the various steps on the flowchart as they viewed the tapes. A discussion period was held after the presentation.

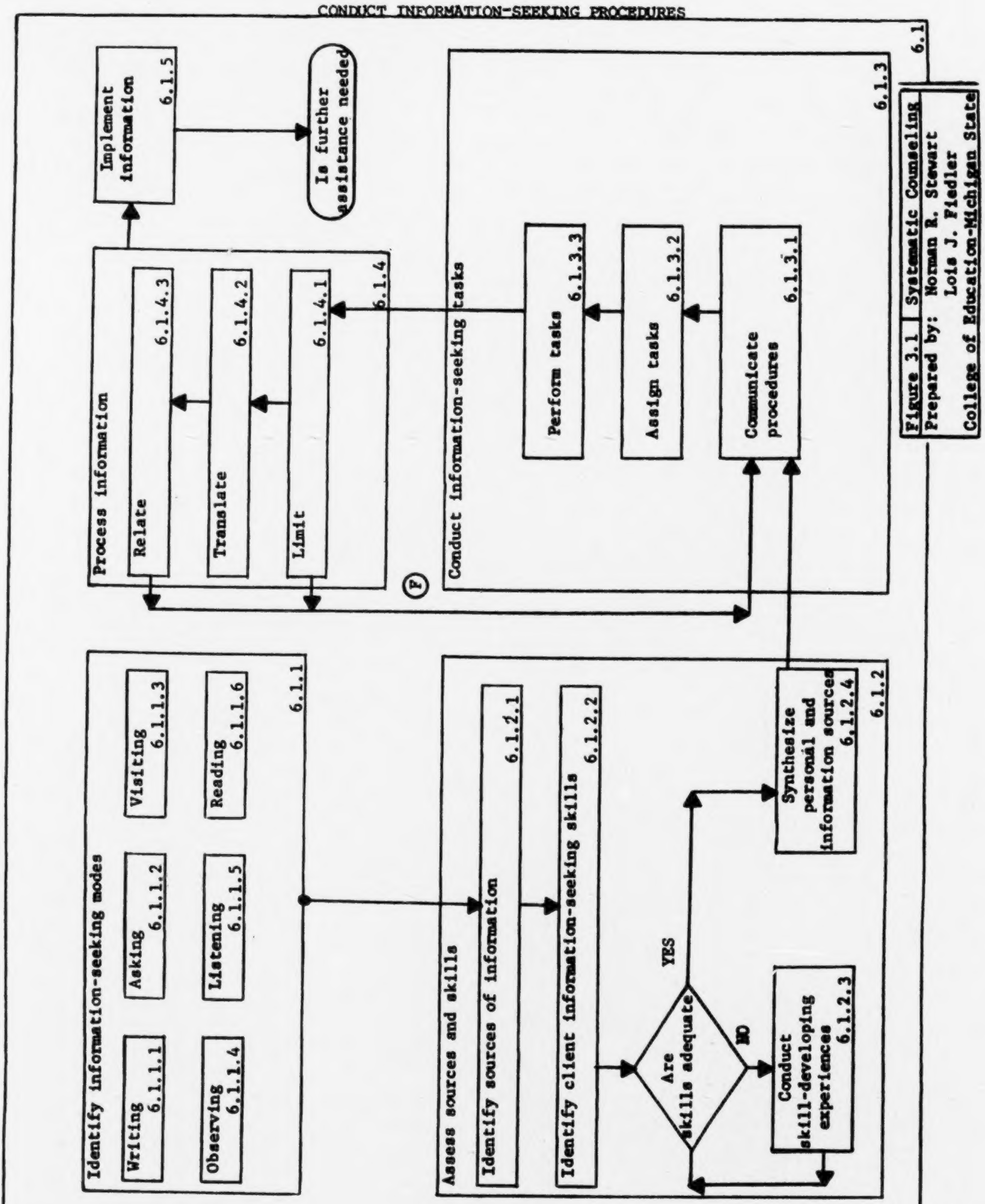
Topic 3: Practice on Promotion of Information-Seeking Behavior through Individual Counseling. Having observed a model of the desired performance, the trainees were then placed in role-playing situations with "clients" who faced decision-making problems, the solutions to which turned in part on the judicious use of information. Examples of the roles included a client who could not decide whether to be an archivist or a public school history teacher and a client who could not decide which of two graduate schools to attend.

These interviews were videotaped, and following the interviews feedback on each trainee's performance was given by the "client" and by a supervisor who observed the role-played sessions. The trainees were required to re-enact particularly troublesome portions of the interviews until their performance was judged acceptable by supervisors.

Topic 4: Practice in Group Counseling. The trainees were next given additional practice in group counseling, with emphasis upon the promotion of information-seeking behavior as a prerequisite to informed decision-making. Role-playing situations were again devised involving a variety of client problems frequently encountered by placement counselors. The situations were purposely given only minimal structure, so as to enhance the spontaneity and realism of the client roles.

By the end of the third day, the formal instructional portion of the training program had been completed. Evening help sessions were again conducted to clarify questions and provide additional opportunities for supervised practice.

Supplementary Materials for Day 3. Materials distributed on the third day of training are included on pages 89-96.


CONDUCT INFORMATION-SEEKING PROCEDURES
6.1
Identify information-seeking modes
Writing 6.1.1.1
Asking 6.1.1.2
Visiting 6.1.1.3
Observing 6.1.1.4
Listening 6.1.1.5
Reading 6.1.1.6
6.1.1
Assess sources and skills
Identify sources of information 6.1.2.1
Identify client information-seeking skills 6.1.2.2
Are skills adequate
YES
NO
Conduct skill-developing experiences 6.1.2.3
Synthesize personal and information sources 6.1.2.4
6.1.2
Process information
Relate 6.1.4.3
Translate 6.1.4.2
Limit 6.1.4.1
6.1.4
F
Implement information 6.1.5
Is further assistance needed
Conduct information-seeking tasks
Perform tasks 6.1.3.3
Assign tasks 6.1.3.2
Communicate procedures 6.1.3.1
6.1.3
Figure 3.1 Systematic Counseling
Prepared by: Norman R. Stewart
Lois J. Fiedler
College of Education-Michigan State

*Flowchart Functions 6.1.1 and 6.1.2

Identifying Information-Seeking Modes and Assessing Sources and Skills

Counselors are seen as sources of information, as having knowledge and immediate reference materials to be of assistance to students. Counselors are also expected to be able to refer students to various sources of information available outside the counseling office itself. While counselors are often viewed in this way, they can also stimulate and develop information-seeking behaviors in students.

The counselor encourages information-seeking behaviors in students by using cues or questions designed to increase the students' verbal information-seeking responses within the counseling sessions. Examples of such cues include the following:

a. "What ideas have you been considering?"
b. "How would you go about handling this problem of what school to attend?"
c. "What are some ways you might find out more about this career?"

The counselor attempts to reinforce any indication that a student had sought, was presently seeking, or intended to seek information relevant to his educational or vocational plans. Certain counselor responses such as the following have been shown to be positively reinforcing stimuli:

a. Verbal reinforcement.
    1. "Yes, that would be a good thing to find out!"
    2. "Excellent idea!"
    3. "Mm-humm."
b. Nonverbal reinforcement.
    1. Smiling.
    2. Head-nodding.
    3. Forward body movement or posture.
    4. Hand gestures.

All students gather cues and information from their environment. The individual differences among students relative to information are due to the frequency and variety of their information-seeking behavior and the differences in their processing or utilization of the information after it has been collected.

The counselor then can be of great assistance to the client, not only in providing direct information and information sources, but also in stimulating the client to explore creatively further information sources. Creativity in the sense of recognizing and utilizing a wide range of possible information sources is most appropriate for both the counselor and the client at this time.

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

6.1.1 and 6.1.2

Prior to the client's carrying out any tasks aimed at obtaining information relevant to his problem, a specific plan must be developed for the client to follow. The planning of the information-seeking process involves six distinct steps.

1. Identify Information-Seeking Modes: The counselor should check out the client's awareness of the six modes of information-seeking that are available to the client. These are as follows:

   Writing letters to various sources of information, specifying the information desired.

   Asking questions of another person about the area in question.

   Visiting a person engaged in a particular occupation or a place of business, school, college, etc.

   Observing the activities in which a person engages in carrying out his occupation or viewing a videotape, television production, or motion picture regarding the area about which information is desired.

   Listening to a speech, audiotape, or radio broadcast with the same objective as described under "observing".

   Reading information such as pamphlets, books, and reference materials about occupations, training programs, colleges, and social and personal concerns.

2. Identify Sources of Information: When the counselor is reasonably assured that the client is aware of the various modes of information-seeking, the possible sources of information for the client should be identified and examined.

   While not all of the following sources would be available in all cases, the client should be made aware of those that are available in his specific problem area. One of the most frequently used sources of information is written materials such as books, pamphlets, and periodicals, many of which are available in the counseling office for client use and can often be checked out. Many school and public libraries maintain collections of occupational information similar to those materials that are found in counseling offices. Professional organizations, colleges, business groups, and other agencies are frequent sources of written information and occasionally of such media as motion pictures, film-strips, and audio tapes.

   Another frequently used source of information regarding a particular area is persons who are especially knowledgeable about it, be it a vocation, training program, school, college, or some type of personal or social concern. Counselors who are aware of such resource people in their schools or communities will often find them willing and even eager to talk to young people either individually or in larger groups, such as career day programs.

Less frequently available are programs produced and made available through commercial television and radio channels. These programs are not available upon demand by the client, but counselors should be aware of them when the opportunity to use them arises.

3. Assess Client Information-Seeking Skills: In order to make maximum use of the sources of information available, the client's skills in seeking and using information must be assessed by the counselor. In performing this function, the counselor would seek to determine the client's skills in such areas as knowing how to go about arranging to visit some place of business, writing letters to request information, and ability to ask pertinent questions. The aforementioned activities are all typical of those engaged in by clients in the process of information-seeking.

4. Decide on Adequacy of Client Skills: After assessing the client's information-seeking skills, the counselor must make a decision as to whether or not the client at this point possesses adequate information-seeking skills.

5. Conduct Skill-Developing Experiences: If it should be determined by the counselor that the client is lacking in those skills that would be necessary for utilizing the sources of information available, it would then be necessary to assist the client to develop the necessary skills. This could involve such activities as practicing writing letters of inquiry, role-playing, or observing a model of a person engaged in a specific information-seeking activity.

6. Synthesize Information Sources and Client Skills: When the counselor is satisfied with the level of the client's skill in seeking information, one other task remains in the planning stage. The function of synthesizing personal and informational resources essentially involves bringing together the available sources of information with the information-seeking skills of the client. Assuming, for instance, that the client is adept at contacting resource people, this source would perhaps be emphasized in the client's information-seeking. In carrying out this function, the actual task of obtaining information from specific sources is discussed and clarified by the counselor and client. The process then moves to the actual performance of information-seeking tasks.

*Flowchart Function 6.1.3

Conducting Information-Seeking Tasks

Conducting the required tasks constitutes the core of the information function of counseling. The performance of these tasks is a cooperative venture involving the client, the counselor, and other resource people outside the immediate counseling setting.

A plan of action would, of course, have been developed during the planning stage of 6.1.1 and 6.1.2. This would have involved identifying information sources, identifying client information-seeking skills, and developing a synthesis of the two, (6.1.2.4). In this function, the tasks to be carried out must be communicated to the client and other persons in the environment who will be involved either directly in providing information to the client or assisting him in obtaining it. The objective previously agreed upon must be clearly understood by the client and such other persons as may be involved. Examples of resource people who may be involved in the information-seeking process would be librarians, teachers, clerical personnel in the guidance office, career day speakers, college representatives, and other individuals who are willing to act as resources for young people interested in their field.

As well as communicating the objective to the parties mentioned above, the exact procedures to be followed in gathering information must be clearly understood by all of those concerned. The procedures would include such things as making appointments for visiting, observing or interviewing, arranging to listen to an audiotape or view a videotape, checking out written materials from the library or counseling office, and writing a letter requesting information.

The function of communicating procedures for collecting information, then, involves a detailed explanation to the client of the procedures that must be followed in order for him to obtain the information needed. The responsibility of communicating procedures to other parties would, in many cases, be the responsibility of the client. Arranging for such activities as listening to career day and college night speakers would, of course, be a counselor's responsibility.

After the discussion of procedures to be followed in gathering information, the counselor would assign specific tasks for the client to carry out, based on the procedures that had been agreed upon. The tasks that would be assigned would, of course, be aimed at the attainment of the objective established for counseling. During this phase, the counselor would interact with the client to ensure that the client clearly understood the responsibilities he had for gathering information. It would

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

be a counselor responsibility to ensure that the client was fully aware of what was to be done. The counselor might, for instance, remind the client that one of his tasks is to . . . . . "read at least two occupational pamphlets dealing with engineering" or "ask the following questions of the representative of blank college." More specifically, the counselor might ask the client to obtain specific items of information regarding an occupation, college, or some personal problem from a given source. It is very important that both the tasks assigned and the conditions under which the performance is to occur be stated in performance terms. So stating tasks helps to ensure that the client is clear as to what his responsibilities are. The following is an example of how an assignment might be made to a client. "Okay, Mary, here is what you will do. You will read this pamphlet entitled, 'Steps to Increasing Your Friendships' and by next week you will tell me at least five things that you can do to help win friends, that you are not doing now."

Following the assignment of tasks to the client, the client has full responsibility for performing those tasks assigned him. The counselor and significant others would also carry out any tasks they have accepted.

*Flowchart Functions 6.1.4 and 6.1.5

Processing and Implementing Information

After the information-seeking tasks have been conducted (6.1.3) and an array of information gathered, the information needs to be processed (6.1.4) and implemented (6.1.5). Ideally information should be valid, comprehensive, and usable. But more typically, information as it is gathered by a client is incomplete and somewhat inappropriate for immediate utilization. Unless it can be used, information is of no value. The counselor, in providing assistance in processing and implementing information, acts as a catalyst facilitating the meaningful utilization of information by the client.

The counselor may find that he will need to restructure the counseling interview occasionally in order to maintain the counselor-client focus on relevant tasks and information.

Processing information (6.1.4) consists of three functions--(a) limiting, (b) translating, and (c) relating--performed on the specific facts and behavioral observations collected. Two opportunities are provided for recycling back to "Conduct Information-Seeking Tasks" if it is found necessary.

To limit the information can mean (a) to halt or stop the collection of information; (b) to separate that which is important, useful, and meaningful from that which is not; and/or if the information collected is incomplete, (c) to recycle and conduct more information-seeking tasks.

After the limiting or "sifting" has been performed, it is frequently necessary for some translation or decoding of the information to occur for the information to be in a form that is meaningful and easily utilized. Information is frequently stored or classified in abbreviated form and/or technical terms. While standard tests are a source which school counselors have traditionally used to provide information to students about themselves, few test scores are reported in a form that communicates any meaningful information unless they are translated or interpreted for the student. Economic data such as salary levels and educational costs must be interpreted in terms of a specific context or time period. Working with younger students or educationally retarded youth, a counselor needs to help the client translate information to the client's level of educational and personal maturity.

---

*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. Used with permission.

6.1.4 and 6.1.5

Next, the specific facts and behavioral observations collected need to be related to each other as well as to the client's own circumstances, the information he had previously (a baseline), and the information being sought (the objective). Again if the information collected is incomplete, the counselor may restructure and recycle to conduct more information-seeking tasks.

Finally, the implementation of the information (6.1.5) includes exploring the implications of applying the information to the client's immediate situation, i.e., "How can this information affect this client's behavior?" The purpose of information is to provide facts or data that will (1) be available for the individual to consider in identifying personal goals, (2) make him aware of new behaviors and skills he might wish to acquire, and (3) be the knowledge base used by the individual in decision-making.

Day 4

Since all of the didactic content of the training program had been presented, the purpose of the fourth day was to provide intensive supervised practice in individual and group counseling.

Topic 1: Practice in Individual Counseling. The entire morning session of the fourth day of training was devoted to additional practice in individual counseling. Staff members again played the role of client in simulated counseling sessions with the trainees. These interviews were videotaped, and portions were played back during critique sessions with supervisors.

Topic 2: Practice in Group Counseling. The instructional program on the afternoon of the fourth day consisted of intensive practice in group counseling. Staff members again played the role of college students who had come to the placement office for help with a variety of concerns, ranging from information-seeking to skill development. Practice was provided with both kinds of group counseling situtations--the common problems approach and the case-centered approach.

By the end of the fourth day, the trainees had participated in intensive practice sessions covering all the steps in the systematic approach to individual and group counseling. Time was again set aside for evening help sessions, which centered primarily upon further viewing and critique of the videotaped interviews conducted earlier in the day.

Day 5

The purposes of the final day of the training program were to provide further practice in individual and group counseling, evaluate the training program, and set the stage for the beginning of the applied phase of the Project during the academic year.

Topic 1: Practice in Individual Counseling. The basic format previously used in individual counseling practice was continued in this session, except that stress was placed upon the concluding steps in the Systematic Counseling process, ending with "transfer of learning" operations.

Topic 2: Practice in Group Counseling. The final portion of the instructional program consisted of further practice in group counseling. As in the preceding practice session on individual counseling, stress at this point was placed upon the culminating stages of the group counseling process, both for the case-centered approach and the common problems approach.

Topic 3: Evaluation of Training Program. The next activity involved a formal, written evaluation of the five-day training program by the trainees. There were two basic purposes for this evaluation: (a) to determine the relevance and feasibility of the instructional content and strategy for short-term training of placement vocational counselors, and (b) to identify areas for continued emphasis in the orientation period and in-service seminars which were to follow.

For this purpose, a 19-item questionnaire was devised in which the trainees were asked to rate each aspect of the program on a three-point scale ranging from "more than adequate" to "inadequate" to meet their needs at this stage of training. Written comments about each item were also solicited. The findings of the evaluations are briefly described in Part IV.

Topic 4: Plans for the Academic Year. At this time, plans for the orientation period and the implementation of the counseling programs were presented and discussed. During the interim between the end of the training program and the beginning of the first counseling program (approximately two and one-half weeks), the trainees were to continue their orientation to the files, literature, and operating procedures of the Office of Placement. Following the orientation period, the first of three five-week counseling programs in which the trainees would be interviewing clients was to begin. Throughout these programs the trainees were to receive supervision through in-service seminars and tape-review sessions.

Topic 5: Wrap-up and Closing. The concluding segment of the five-day training program involved a review and summary of the week's accomplishments and an expression of confidence by the staff that the trainees were prepared to begin vocational counseling, under supervision, with actual placement clients.

Supplementary Materials for Day 5. The questionnaire which the trainees used to evaluate the training program is included on pages 99-102.

ESSO Education Project
University of Virginia

EVALUATION OF TRAINING PROGRAM
SEPTEMBER 7-11, 1970

Introduction: Our formal five-day training program has concluded. Additional opportunities for learning will be provided in the orientation period which follows this program and in the in-service seminars throughout the academic year. Your evaluation of the five-day program will help to assess the outcomes of this intensive experience and will also identify areas for continued emphasis in the orientation period and in-service seminars.

Directions: Circle the appropriate number to indicate your rating of each aspect of the program. Please add comments where appropriate, particularly if a rating of "3" is assigned. The numerical ratings are defined as follows:

1 - More than adequate to meet my needs at this stage of training.

2 - Adequate to meet my needs at this stage of training.

3 - Inadequate to meet my needs at this stage of training.

Rating

1. Introduction to College Placement Services (including film). 1 2 3
Comments:

2. Securing and Using Information about Potential Careers. 1 2 3
Comments:

3. Illustrative Placement Interview (videotape). 1 2 3
Comments:

4. Career and Employment Decisions by the Client. 1 2 3
Comments:

5. Preparing the Client for the Employment Interview. 1 2 3
Comments:

6. Critical Incidents in Placement Interviews (videotape). 1 2 3
Comments:

7. Basic Principles of Individual Counseling (including monograph). 1 2 3
Comments:

8. Illustrative Individual Counseling Interview. 1 2 3
Comments:

	Rating
9. Practice in Individual Counseling Comments:	1 2 3
10. Basic Principles of Group Counseling (including monograph). Comments:	1 2 3
11. Illustrative Group Counseling Interview (Role-Played). Comments:	1 2 3
12. Referrals for Intensive Educational and/or Vocational Counseling. Comments:	1 2 3
13. Practice in Group Counseling. Comments:	1 2 3
14. Promotion of Information-Seeking Behavior through Counseling (videotapes). Comments:	1 2 3
15. Evening Help-Sessions. Comments:	1 2 3
16. References (books, articles, other display materials). Comments:	1 2 3

Rating

17. Physical Facilities. 1 2 3
Comments:

18. Staff. 1 2 3
Comments:

Additional Comments (Include any comments not provided for above, e.g., instructional methodology, schedule, materials. Please stress areas in which you feel the need for further information and instruction which might be provided during the orientation period and in-service seminars):

PART IV

OUTCOMES

Trainee Evaluation

As noted previously, the trainees evaluated the training program through the use of a questionnaire administered on the final day. On the whole, their reactions were quite positive. Nearly all items were rated either "1" (more than adequate) or "2" (adequate). The main area in which the trainees felt the need for additional help centered upon their limited familiarity with the varied resources of the Office of Placement. In view of the brevity of the training program and the trainees' lack of prior experience in the college placement setting, this concern had been anticipated. Accordingly, provision had been made for continuing orientation activities in the Office of Placement during the interim between the formal training program and the beginning of the fall semester.

Staff Evaluation

Informal evaluation by the staff had taken place from the beginning of the training program. At the end of each day, the staff met and discussed the day's progress, including problems encountered and remedial activities to be conducted in the evening help sessions.

In addition, following the conclusion of the formal training program, the staff met and reviewed the progress and outcomes of the five days of training. The consensus was that Objectives 2 and 3 of the training program had been attained, i.e., that the trainees had demonstrated an adequate level of competence in basic counseling strategies and techniques and were now prepared to begin supervised counseling in both individual and group settings with actual placement clients.

It was also the opinion of the staff that most of Objective 1, which focused upon the workings of the Office of Placement, had been attained. However, in agreement with the trainees, the staff perceived a need for greater familiarity with placement resources as contained in the extensive literature of the Office of Placement. As noted earlier, this need was provided for in the orientation period which followed the training program.

Despite the intensive, demanding schedule, morale was high throughout the five-day period, and the training program was concluded on a note of optimism and anticipation.

SUPPLEMENT A

REFERENCES ON COLLEGE PLACEMENT[1]

Anastasi, T. E., Jr. Basics of good interviewing. Journal of College Placement, 1967, 28, 37-39, 139-141.

Calhoon, R. P., & Bales, B. D. Problems with college graduates in business. Journal of College Placement, 1969, 30, 85-89.

Calvert, R., Jr. Liberal arts graduates--what do they report? Journal of College Placement, 1969, 29, 55-64.

Cattel, N. G., & Sharp, S. I. College and career: Adjusting to college and selecting an occupation. New York: Appleton-Century-Crofts, 1970.

Chervenik, E. The question of college majors: Are they binding career commitments? Journal of College Placement, 1964, 24, 27-29, 114.

College Placement Council. Placement guides: A self-evaluation checklist for placement offices. Bethlehem, Penna.: Author (undated).

Glass, E. G., Jr. Job offer comparator. Cleveland: Standard Oil Company (Ohio), 1957.

Gunther, M. The great campus manhunt. Reprinted from Playboy Magazine, 1970, 17, (40), 161-162, 223-226.

Hakel, M. D., & Mannel, C. H. If at first you don't succeed. Journal of College Placement, 1968-1969, 29, 65-70.

Hakel, M. D., & Mannel, C. H. The early bird gets the worm. Journal of College Placement, 1969, 29, 83-86.

Harding, B. G. History majors ask: What can I do besides teach? Journal of College Placement, 1969, 30, 51-54.

Johnson, J. What we look for in the college graduate. Journal of College Placement, 1959, 19, 30-34.

Mason, M. S. When changing jobs . . . you can't afford to make mistakes. Engineer, 1969, July - August, 26-29.

---

[1] All references on this list were sent to the trainees for reading prior to the training program.

McGrath, L. B. Tips from--and for--a trainee. Journal of College Placement, 1960, 21, 41, 94-98.

New York Life Insurance Company. Making the most of your job interview. (undated).

Occupational Outlook Handbook: 1970-71 Edition. Tomorrow's jobs. Washington, D. C.: U. S. Department of Labor, Bureau of Labor Statistics. Pp. 11-19.

Peck, C. E. Letters and resumes--what the personnel men want. Journal of College Placement, 1964, 24, 125-136.

Salinger, M. What are you doing after graduation? I'm not sure. Journal of College Placement, 1969, 29, 104-108.

Shingleton, J. D., & Frank, P. Which niche? Authors, 1969.

Thomas, W. G. University placement activity in the United States. Los Angeles: University of California, 1966 (Mimeo).

University of Virginia. Placement Manual: 1970-1971. Rahway, New Jersey: Placement Publications, 1970.

University of Virginia. A statement of present operating policies of the Office of Placement. Charlottesville: 1970.

Van Horn, D. R., & Hansel, W. M. Visiting the home offices: What to expect. Journal of College Placement, 1967, 28, 63-67.

SUPPLEMENT B

REFERENCES ON INDIVIDUAL COUNSELING[2]

Adams, J. F. Problems in counseling: A case study approach. New York: Macmillan, 1962.

*Benjamin, A. The helping interview. Boston: Houghton Mifflin, 1969.

Bingham, W. V., & Moore, B. V. How to interview. (4th ed.) New York: Harper & Row, 1959. Chap. 12.

Blocher, D. H. Developmental counseling. New York: Ronald Press, 1966. Chaps. 3, 9, 10.

+Brammer, L. M., & Shostrom, E. L. Therapeutic psychology: Fundamentals of actualization counseling and psychotherapy. (2nd ed.) Englewood Cliffs, N. J.: Prentice-Hall, 1968. Chap. 7.

Buchheimer, A., & Balogh, S. C. The counseling relationship: A casebook. Chicago: Science Research Associates, 1961.

Callis, R., Polmantier, P. C., & Roeber, E. C. A casebook of counseling. New York: Appleton-Century-Crofts, 1955.

+Darley, J. G. Conduct of the interview. In A. H.Brayfield (Ed.), Readings in modern methods of counseling. New York: Appleton-Century-Crofts, 1950. Pp. 265-272.

+Erickson, C. E. The counseling interview. Englewood Cliffs, N. J.: Prentice-Hall, 1950. Chaps. 3, 4, 5, & pages 155-157.

Evraiff, W. Helping counselors grow professionally. Englewood Cliffs, N. J.: Prentice-Hall, 1963.

Fenlason, A. F. Essentials in interviewing. (2nd ed.) New York: Harper & Row, 1962. Chap. 4.

Hahn, M. E., & MacLean, M. S. Counseling psychology. (2nd ed.) New York: McGraw-Hill, 1955. Chap. 10.

---

[2] * denotes reference sent to trainees for reading prior to training program.

+ denotes required reading during training program.

+Jones, A. J., Stefflre, B., & Stewart, N. R. Principles of guidance. (6th ed.) New York: McGraw-Hill, 1970. Chap. 9.

Osipow, S. H., & Walsh, B. (Eds.) Behavior change in counseling: Readings and cases. New York: Appleton-Century-Crofts, 1970.

Osipow, S. H., & Walsh, B. Strategies in counseling for behavior change. New York: Appleton-Century-Crofts, 1970.

Perez, J. F. Counseling: Theory and practice. Reading, Mass.: Addison-Wesley, 1965. Chaps. 2, 3, 4.

*Perez, J. F. The initial counseling contact. Boston: Houghton Mifflin, 1968.

Tolbert, E. L. Introduction to counseling. New York: McGraw-Hill, 1959. Chap. 2.

Tyler, L. E. The work of the counselor. (3rd ed.) New York: Appleton-Century-Crofts, 1969. Chap. 4.

Warters, J. Techniques of counseling. (2nd ed.) New York: McGraw-Hill, 1964. Chap. 18.

SUPPLEMENT C

REFERENCES ON GROUP COUNSELING[3]

Bennett, M. E. Guidance and counseling in groups. New York: McGraw-Hill, 1963. Chaps. 5, 6, 11, 12.

+Blocher, D. H. Developmental counseling. New York: Ronald Press, 1966. Chap. 11.

*Burks, H. M., Jr., & Pate, R. H., Jr. Group procedures terminology: Babel revisited. The School Counselor, 1970, 18, 53-60.

*Clough, D. A first approach to group counseling. The School Counselor, 1968, 15, 377-381.

+Combs, C. F., Cohn, B., Gibian, E. J., & Sniffen, A. M. Group counseling: Applying the technique. The School Counselor, 1963, 11, 12-18.

+Dye, H. A. Fundamental group procedures for school counselors. Boston: Houghton Mifflin, 1968.

Gazda, G. M. (Ed.) Theories and methods of group counseling in the schools. Springfield, Ill.: Charles C. Thomas, 1969.

Glanz, E. C., & Hayes, R. W. Groups in guidance. (2nd ed.) Boston: Allyn & Bacon, 1967. Chaps. 12, 13.

Glass, S. D. The practical handbook of group counseling. Baltimore: B.C.S. Publishing Co., 1969.

Hansen, J., & Cramer, S. (Eds.) Group guidance and counseling in the schools: Selected readings. New York: Appleton-Century-Crofts, 1970.

*Hewer, V. H. Group counseling. Vocational Guidance Quarterly, 1968, 16, 250-257.

+Jones, A. J., Stefflre, B., & Stewart, N. R. Principles of guidance. (6th ed.) New York: McGraw-Hill, 1970. Chap. 10.

Krumboltz, J. D. A behavioral approach to group counseling and therapy. Journal of Research and Development in Education, 1968, 1, (2), 3-18.

---

[3] * denotes reference sent to trainees for reading prior to training program.

+ denotes required reading during training program.

Lifton, W. M. Working with groups: Group process and individual growth. (2nd ed.) New York: John Wiley, 1966. Chap. 5.

Mahler, C. A. Group counseling in the schools. Boston: Houghton Mifflin, 1969. Chaps. 3, 4, 5, 6, 7.

Muro, J. J., & Freeman, S. L. (Eds.) Readings in group counseling. Scranton, Penna.: International Textbook Company, 1968.

Ohlsen, M. M. Group counseling. New York: Holt, Rinehart, & Winston, 1970.

Prazak, J. A. Learning job-seeking interview skills. In J. D. Krumboltz & C. E. Thoresen (Eds.), Behavioral counseling: Cases and techniques. New York: Holt, Rinehart, & Winston, 1969. Pp. 414-428.

Stewart, N. R. Exploring and processing information about educational and vocational opportunities in groups. In J. D. Krumboltz & C. E. Thoresen (Eds.), Behavioral counseling: Cases and techniques. New York: Holt, Rinehart, & Winston, 1969. Pp. 213-234.

Warters, J. Group guidance: Principles and practices. New York: McGraw-Hill, 1960. Chaps. 8, 9.